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THE PLAYGROUND



JULIE
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The Playground

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for the

Playground and Recreation Association of
America

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Membership

Any person contributing five dollars or more shall be a member
of the Association for the ensuing year

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By ELIZABETH GRIMBALL



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The Adoration of the Magi

*Tableaux from the production
in the Children's Theater,
New York City*

The PLAYGROUND

Vol. XVII No. 9

DECEMBER, 1923

The World at Play

State Lands for Municipal Parks and Playgrounds.—The September 15 issue of the State Bulletin published by the New York State Association and the City Recreation Committee of New York City at Albany, New York, gives complete information regarding the so-called "unappropriated" state lands which through recent legislation will be made available for park and playground purposes. The bulletin describes in detail the parcels which are available in New York City and which if developed and used for recreation purposes will add materially to the City's leisure time resources.

Child Labor.—The *New York Evening Post* of October 2, in an editorial entitled *The Next Step in Industry* makes the statement that fully 400,000 American children between the ages of ten and fourteen are now working in mills, mines and other industrial occupations, while more than 1,000,000 between the ages of ten and sixteen are at work. In Great Britain, on the other hand, during 1922 only 496 children under the age of fourteen made application for employment certificates, and this year it is hoped no application whatever will be reported.

The Executive Council of the American Federation of Labor in a meeting held October 1st recommended that every state and city labor organization and every local union take up the agitation for Federal Child Labor Amendment.

Will America permit a million children to be deprived of their birthright?

Physical Education Day.—Saturday, November 24th, the closing day of American Education Week was designated as Physical Education Day. In this connection Commissioner of Education Tigert issued a bulletin containing suggestions for the observance of the

Day. These suggestions are very concrete, covering essay contests in the schools on health, recreation and similar subjects, a health parade and demonstrations of inter-group activities. In addition to these activities for the school children, the bulletin suggests that Parent-Teachers Associations, Chambers of Commerce, Rotary clubs and other community groups conduct programs including a survey of school health service, community gatherings and other events. Definite suggestions are offered for the study and a score card covering school health and environment is reproduced. Suggestions are also offered for programs for such cooperative agencies as Boy and Girl Scouts, Camp Fire Girls, recreation centers, Red Cross, health agencies, Y. W. C. A. and Y. M. C. A.

Copies of this very helpful bulletin may be secured from the Bureau of Education at Washington.

National Father and Son Movement.—The International Committee of the Young Men's Christian Association, which for years has been fostering the Father and Son movement, has recently published a handbook of suggestions to Father and Son committees and workers with boys which will be invaluable to those who have in charge the promotion of such programs. Every father and mother, too, should have a copy of this booklet which may be secured from the International Committee, 347 Madison Avenue, New York City.

National Father and Son Week was held November 11-18, 1923.

Better Homes for America.—The Better Homes Week demonstration held in June, 1923, the awards for which have recently been announced by Secretary Hoover, met with a remarkable response. Over a thousand com-

munities participated. Communities in every state, including small villages and rural districts as well as large cities, held successful demonstrations attended by more than two million people. In Port Huron, Michigan, which won the first prize, the house—a five-room bungalow was planned and built by high school students as a part of their regular school work. They then fully equipped and furnished this home, landscaped the ground, conducted an educational publicity campaign, demonstrated the home as a "Better Home" and sold it for a little more than it actually cost. Practically all the civic, commercial, educational and fraternal associations had a share in the success of this campaign which proved to be an education in home building and home furnishing for the entire community as well as the class in civics. The effect of this cooperative effort was expressed by one of the merchants who said, "A new life, a new soul have entered into Port Huron."

The St. Helena's Island, South Carolina, Committee, which won second prize, held exhibitions of hand work in connection with the demonstration and music, essay and library contests. In New Haven also a fine program of lectures, demonstrations and musical selections was offered.

The Recreational Requirements for Schools.—

In a pamphlet entitled *Organization for School Health*, Charles A. Keene, director of Bureau of Health Education, State Department of Public Instruction, Harrisburg, Pa., offers the following requirements for the recreational equipment of schools and school playgrounds:

"The playground should cover at least two acres. As enrollment increases the area should be added to so that at no time is there less than 100 square feet of playground space per pupil.

"Each elementary school building should have one combination play room-assembly room for each 800 pupils, or major fraction thereof, enrolled, with a floor area of at least 40 by 60 feet, and a ceiling height of at least 14 feet.

"In every high school building one gymnasium should be provided for each 500 pupils or major fraction thereof enrolled. This gymnasium should have a clear floor area of at least 60 by 80 feet, and a ceiling height of at least 18 feet.

"For each junior and senior high school there should be provided at least one swimming pool, 24 by 60 feet, varying in depth from 3½ feet at the shallow end to 8 feet at the deep end."

A Comprehensive Program.—The Parks and Public Recreation Committee of the City Club of Chicago has included among its proposed activities for fall and winter the making of a spot map of the city showing social agencies such as parks and playgrounds, social centers, settlements, boys' and girls' clubs, theatres, picture shows and clubs of the legitimate type and anti-social agencies including cheap dance halls, pool rooms, undesirable moving picture shows and theatres. It further proposes to study laws affecting recreation in other cities to determine whether it will be advisable to introduce an ordinance leading to the establishment of a recreation commission.

The Committee contemplates a series of conference meetings with representatives of churches, schools, clubs and other agencies urging them to include in their programs talks on recreation. It will also have conferences with representatives of newspapers in an effort to secure more publicity for recreation. The Committee further has in mind the use of the radio in giving periodic talks on recreation by recreation experts. A committee has already been appointed to find out from the City Department the location and ownership of all vacant lots so that owners may be urged to clean the lots and to turn them over to the children of the respective neighborhoods for play purposes.

Dramatic Activities at Hampton Institute.—

The community center at Hampton, Va., scored a great success when it presented the modern morality play *Everywoman* with a cast consisting of more than fifty local colored men and women trained by Mary Ross Dorsey of Boston. Music between the acts was furnished by the Hampton Institute Band. The dances, arranged by C. H. Williams of Hampton Institute, were very successfully given by fourteen young women.

Hallowe'en at Grand Junction, Colorado.—

"It can't be done in this town," was the prediction, but more people came out to take part and to watch the Hallowe'en celebration at Grand Junction than had gathered for any public affair in five years. And everyone thought it a grand success.

Following the municipal band which led the parade came more than a dozen beautiful floats

provided by local organizations. Then came merry-maker after merry-maker gaily costumed in honor of the occasion. It took the parade half an hour to pass a given point and it was a half hour full of fun. After the parade of more than 500 people had disbanded, the spirit of gaiety found an outlet in a dance. The cost of the affair was \$55, \$51 of which was spent for music. The money was given by local merchants, who contributed a dollar apiece. All the prizes and the material used were donated.

Children's Day at the Zoo.—A novel activity of Cincinnati Community Service program was the so-called "Kiddie's Day" program arranged by Community Service at the request of Mr. Miller, Manager of the Cincinnati Zoological Garden. The boys and girls of Hamilton County were admitted to the Zoo free of charge and before 9:00 in the morning over 500 had arrived. The program consisted of animal tours conducted by the Zoo officials, a series of games and races conducted under the leadership of Community Service in which over 2,000 children participated, and free admission to the auditorium to a program of music, storytelling and talks. It is the intention of the Association of Park Managers throughout the country to make Kiddie's Day a national event. Its first demonstration in Cincinnati is an indication of the success with which the project is likely to meet.

More Literature on Sports.—To Spalding's Athletics Library have recently been added two publications: *The 1923-24 Basketball Guide* (No. 700 R) containing the official rules codified and adopted by the Ball Committee reporting to the A. A. U., the Y. M. C. A. and the National Collegiate Athletic Association; and *The Official Inter-collegiate Soccer Guide for 1923-24* (No. 108 R) containing the rules adopted by the National Collegiate Athletic Association. These booklets are published by the American Sports Publishing Company, 45 Rose Street, New York City, at a cost of 25c each.

A Recreation Library.—Miss Rosalind Rieman, supervisor of recreation at Portchester, New York, has arranged on a desk next to her own at the headquarters of the Recreation Commission a library of material which is at the service of any interested citizens. In the center

of the exhibit Miss Reiman has set up a small stage, cyclorama sets and lighting equipment ready for inspection or demonstration. About it is grouped classified material on dances, festivals, dramatics, pageantry and plays; music, games for every occasion and holiday celebrations. All the handbooks published by the Playground and Recreation Association of America are at hand together with copies of *THE PLAYGROUND* for recent months. Coincident with the opening of this exhibit letters were sent to every minister, school principal and organization head, extending to each greetings of the new season's activities, and announcing the exhibit and the desire of the Recreation Commission to be of service in any recreation activities conducted by community groups.

A New Superintendent of Recreation.—The town of Bedford in Westchester County, New York, has appropriated funds for the salary of a year-round recreation worker—Mrs. Margaret Tosier Badgley. Through this action it will be possible for recreation programs to be developed in the villages of Katonah, Bedford Hills, Bedford and Mt. Kisco. The winter's program will include a hiking club, choral club, art guild and a dancing class as well as winter sports and similar activities. The recreation work at Bedford will be closely allied with that of the county recreation plan being developed by the Recreation Commission of Westchester County.

Training Courses in the Drama.—Inter-Theatre Arts, Inc. will conduct its School of Acting and Production at its new studio, 42 Commerce Street, New York City, and will present its professional program of new plays in the Little Theatre next door.

The general courses offered by the School, which will be in session from November 12, 1923, to May 16, 1924, include acting, play production with instruction in dramatic expression, make-up, scenery, lighting, costuming, stage management and all the subjects entering into play production.

Miss Elizabeth Grimball will give special courses in pageantry and stage lighting. Other special courses are as follows: How to Speak in Public, Evening Auxiliary Work-Shop Course,

Stage Lighting, Marionettes, and Dyes and Dyeing for the Theatre.

Miss Helen Ford, who is a member of the faculty of the Inter-Theatre Arts school, will give a course in Play Production for School and Social Centers under the auspices of City College, New York. Further information may be secured from Dean John Klapper, 139th Street and Convent Avenue, New York.

A New Department for the Training School of Chicago.—The many requests received by the Recreation Training School of Chicago from cities and small communities for assistance in training and other problems in the leisure time field has led to the establishment of an extension division prepared to offer lecture institutes and short courses in recreation and game activities. There will also be lectures on Play for the Home designed particularly for Parent-Teachers' groups and courses will be offered at County Teachers' Institutes and for public health nurses.

Mistress Mary.—A very delightful play for girls is to be found in the October issue of *Everygirl's Magazine* published by the Camp Fire Girls, 31 East 17th Street, New York City.

Mistress Mary, her six ladies-in-waiting—the Silver Bells and the Cockleshells, Mother Goose, the Prince, a troubadour, a footman and the Spirit-of-Things-that-Grow compose the cast. The time is May time; the place, a shady corner of a terrace. Can any more charming combination than this be imagined?

Explicit directions for putting on the play and costuming the cast are presented in a delightful manner. Copies of the magazine may be secured at 10c each.

A Pageant for Rural Schools.—To furnish a new method of summarizing history, to foster cooperation and to provide the means through which pupils and teachers may acquaint rural patrons with the work of the schools is the purposes of the Bureau of Education in publishing *The Gifts of Nations*—a pageant for rural schools. Copies of this bulletin—Rural School Leaflet, No. 20—may be secured from the Government Printing Office, Washington. Price 5c.

Free Industrial Motion Pictures.—The Na-

tional Association of Manufacturers has been operating since July, 1923, a Theatrical Picture Bureau through which may be secured industrial films with an educational or informative basis; films on manufacturing processes, on work with foreign-born, safety and better citizenship. These films are suitable for general showings for churches, schools, civic meetings, community centers and industrial groups. All the films are single reels averaging fifteen minutes to the showing. The pictures are available to individuals and organizations, the only charge being the expenses of transportation.

"Thirteen's and Over."—Last summer Community Service at Cincinnati organized a baseball tournament for boys of thirteen years and over. With sixty-five teams entering the lists, 785 boys took part in the contest and not one of the teams failed to appear for the umpire's "play ball." The team from the Protectorate for Boys won the final championship for boys.

The traveling play kit was one of the innovations of the summer play. Baseballs, bats, masks, gloves, quoits, tug-of-war ropes and similar equipment made up the kits which were loaned to local organizations together with suggested programs of activities. In many instances, leaders were provided.

Worcester Wants More Play Spaces.—The annual report of the Board of Parks and Recreation Commissioners of Worcester, Mass., shows a rapidly increasing use of the recreation facilities which are taxing the resources of the department and bringing demands for enlargement.

The municipal golf course, the report shows, is practically self-supporting. The great interest in the game, however, is making imperative the provision of a second course. At a cost of \$15,000 a community house was constructed at Vernon Hill playground. This serves as a dressing room for the children using the wading pool, the upper part of the house being used for community work in summer and as a place of meeting and recreation for the people of the neighborhood. The house is in use practically every night in the week during the indoor season.

The Board in presenting its report urges the great importance of providing more playgrounds and tennis courts and of materially increasing the appropriation.

A Successful Referendum.—As a result of the energetic campaign of the Clinton, Illinois, Chamber of Commerce the bond issue for parks and playgrounds carried at the special election by a vote of 3 to 1. Clinton will now have a park system, municipal pool, well-equipped playgrounds and a modern tourists camp.

A New Playground in Columbus.—Columbus, Ohio, reports that a bond issue of \$35,000 has been authorized by the Council for the construction of a playground.

What Will Albany Do?—On September 18, representatives from forty-four local organizations in Albany, New York, came together in a mass meeting and adopted the following resolutions:

"WHEREAS, Community recreational activities of all kinds can be successfully conducted under the supervision and at the expense of city governments, and

"WHEREAS, It has been demonstrated as the most efficient and economical method of administering these activities, and as there is public demand for extension of this work in Albany.

"Be it resolved, That Hon. William S. Hackett, mayor of the city, be urged to appoint a committee to formulate complete plans for a city-wide recreational program, to determine the amount of budget required to carry out same, to definitely recommend which activities should be carried on at city expense, and to recommend the appointment of a permanent commission to conduct such work."

The proposed plan for recreation development includes an appropriation in the 1924 budget for \$100,000 for playgrounds.

Swimming Pools in Kansas.—A recent issue of *Kansas Municipalities* tells of a number of swimming pools being constructed throughout the state. Atchison is to have a pool oblong in shape with the deepest water in a projecting square at one side of the basin. A slab 18 inches wide on top of the walls will provide a resting place for the bathers.

Chanute is to have a natatorium and open-air dance pavilion. A two-mill tax has been levied by the Minneapolis Council for a swimming pool to be opened next summer. About \$5,000 will be expended in its construction and the

basin will be located in the tourist camp just east of the band stand. It will be 85 x 150 feet at the base, ten feet down at the deepest point with eight-inch walls and a five-inch bottom. Dressing rooms, showers and toilets and a four-foot walk around the pool are included in the estimate. Next summer will find Plainville with a swimming pool 50 x 100 feet with a hollow tile front.

Use the Firemen!—Recreation departments and private groups conducting leisure time activities are finding very helpful the cooperation which local firemen are giving. The firemen are an exceedingly interested group of citizens and they are glad to serve.

One of the channels by which firemen are most effectively helping is through the aid they are giving in arranging for street showers and in assuming responsibility for them. This is a greatly appreciated and valuable contribution. In a few instances, fire halls are being used as neighborhood recreation centers. In one city the hall has been used to store playground apparatus. Firemen as volunteers have taught manual training and knot making. In cities where the playground is adjacent to the fire house, they are demonstrating their fitness as umpires in baseball games and other sports.

In a New Jersey city the firemen serving one Christmas as Santa Claus emissaries secured from the Board of Education the names of children who were not likely to have a very merry Christmas, raised \$5,000 and provided Christmas trees in the fire stations in the various parts of the city. They bought trees and distributed them not only to the children who came to the celebration but also to those in hospitals and orphanages.

Ten Acres of Park for Morgantown.—Dr. I. C. White, State Geologist and noted authority on bituminous coal areas, has purchased and deeded to the city of Morgantown, Va., for use as a park, a ten-acre tract of woodland, ideally situated for recreational purposes. The income from a previous gift made by Mr White to the city of 1900 acres of Sewickie coal will eventually, it is believed, bring sufficient revenue to the city to maintain the park.

Twenty-three Acres of Out-of-Doors.—Mayor Victor King of Camden, N. J., and his

associates in the City Administration have taken significant and farsighted action in acquiring by purchase by the City, twenty-three acres of property known as Dudley Grange. This area, for which the City paid \$114,000, is to be used for park and recreation purposes. What this property with all the opportunities it has to offer will mean to present and future citizens of Camden cannot be estimated.

Looking Ahead.—Between nine and ten acres of ground in one piece of property and in addition four lots comprising a smaller area have been purchased by the Grafton, West Virginia, Board of Education for use as a playground and as the site for school buildings which will be needed later. Next year the greater part of the property will be converted into a modern playground.

More Land for Playgrounds.—A recent gift for recreation is reported from Berwick, Pa., in the action of the heirs of the late George Sponsler is presenting the city a tract of land about a half block in size for use as a public playground and park, together with \$3,000 for improving the ground.

Girls' Play Day in Oakland, California.—“Every Girl in Play Day” is Oakland's slogan. The inter-class Play Day held at Cole School, October 19, is typical of the inter-class Play Day. In addition there were five big Play Days of the inter-playground type.

The program at Cole School:

1. Posture Parade
Grades 5 to 8 inclusive
2. Singing Games and Rhythmic Games by school
Fifth and Sixth
 - a. Jump Jim Crow
 - b. Skippy Hop
 - c. Jumping Jack
 Seventh and Eighth
 - a. Jump Jim Crow
 - b. Dance of Leaves
 - c. Daffy Down Dilly
3. Stunts
Seventh and Eighth Grade girls in charge of primary grades
4. Relays—Seventh and Eighth Grades
5. Organized games

Liberty bat ball
Kick ball
Net ball
Hit Pin baseball
Long ball
Baseball

Yes! We Have no Playground.—Miss Mabel Macomber, Chairman of the Rusurban Play Park Committee has taken advantage of the popularity of “Yes! We Have No Bananas” to help in the campaign for the purchase of Rusurban Play Park. A song sung to the tune has been sent to schools and churches in the district so that the children may make their plea through song.

Variations on Golf.—A description of Edgewood golf which appeared in a recent issue of *THE PLAYGROUND* has stimulated Mr. W. C. Mills, Recreational Director of Wabash Community Service, to send us a description of Wabash golf which he has devised.

“The manager of the Ford agency here,” writes Mr. Mills, “gave me about thirty wooden and rubber steering wheels which were out of use because they were too small. We took out the spiders and as a result had some very fine rings. Then we made about 12 stakes—2½ feet long which we drove in the ground at irregular intervals varying from 15 to 40 feet. Each ring was numbered and each player chose one. The players tried for the stakes in regular order and each kept count of the number of throws he made in completing the course. The last stake could be the starting stake. In throwing, one foot was placed against the stake from which the throw was to be made. Various kinds of hazards were used around the course.”

Playgrounds in Belfast, Ireland.—Belfast has made an encouraging start in the provision of playgrounds in the recent opening of two grounds in congested districts. In the near future additional grounds, some of them gifts from private citizens, will be established.

Mrs. Willoughby Rodman of Los Angeles who has been visiting play centers of a number of European countries was enthusiastic over the splendid layout and equipment of the ground already opened.

How Shall We Celebrate Christmas This Year

A wealth of material in artistic and satisfying celebrations was the outcome of last year's adventures in community neighborliness at Christmas time, and some of the experiences in 1922 will be helpful in planning for Christmas of 1923.

RELIGIOUS DRAMA IMPRESSIVE

In Seattle, Washington, practically every neighborhood church agreed to present a mystery or morality play or dramatization of Bible stories. The majority of the schools and clubs also prepared programs of Christmas plays. Individuals representing each group met at stated intervals to secure advice and help from the community drama organizer of Community Service in problems of makeup, lighting and costuming. The results secured surpassed all expectations. In one church the young people worked out the religious play *The Shepherds' Watch*. It was beautifully and simply done with the help of colored lights and a careful use of a tarlatan background which revealed or concealed the white-robed choir as occasion required. A most ingenious grotto was constructed of discarded railway ties by a group of indefatigable young men. These rugged beams with the scattered straw about, a golden radiance within and a deep purple twilight made a most effective setting for the Manger Scene.

On a much smaller scale, but with its own beauty and effectiveness in spite of having only the crudest essentials with which to work, a little neighborhood Congregational church made use of a similar theme in pantomime as a closing feature of the Sunday evening service. The judicious use of grease paint, liners, and crepe paper, with the flowing sleeves and draped head-dresses, all in vivid colors, lighting through purple and amber lights, the background of music—an unaccompanied male quartette—and finally the sincere and reverent spirit of the participants resulted in a most impressive service.

"Even the initiated entirely forgot that the kingly robes had barely been rescued in time from hungry rats and that only the clever draping of striped portieres and old capes in plain colors concealed the ravages. They forgot that the rough tunics of the shepherds were but gunny-sacks, contributed by a near-by feed and grain

store, and that their sandals were only corrugated cardboard. Nor did they recall that the depth and mystery of the scene were made possibly only by strategic placing of tin wash-pan 'floods' and the few protecting evergreens."

A TRAVELING PLAN

The contribution of Boston Community Service was unusual and delightful, being a revival of the Medieval idea of the miracle or nativity play traveling over the country side. The play used was *Star Gleams*. A motor truck loaned by a motor truck corporation was decorated to represent a stable curtained off from sight during the first part of the play. Special groups of singers from churches and local organizations took part. The first performance of the play was given on Sunday afternoon in one of the parks; the second, on the evening of the city celebration on the Common. The play consisted of tableaux interspersed with carols and hymns sung by the audience assisted by special choruses.

EARLY MORNING CAROLERS

On Christmas morning in Indianapolis between the hours of four and six, six groups of cornetists visited every district in the city and played carols. In addition, on Christmas Eve thirty of forty carolers visited all the hotels and the two railroad stations and sang around the tree at the park.

SEVENTEENTH CENTURY BELL RINGERS

The Department of Recreation of Reading, Pennsylvania, started its Christmas celebration on December 18 with a program of ten bell ringers dressed in the costume of the 17th century in imitation of the old English bell ringers. Following the bell ringers came the carol singers who went to stores and theaters. Saxophone players also had a place on the program.

AN ALL-SCHOOL CHRISTMAS CELEBRATION

At Hays, Kansas, an all-school Christmas celebration was planned and carried out by the Camp Fire Girls with the aid of a number of Scout Masters. The company assembled at the

Coliseum and at the trumpet call of the herald, proceeded to one of the buildings of the Normal School led by the Scout Masters and Camp Fire Girls wearing colorful paper hats and carrying home made lanterns. At the entrance of the building the Camp Fire Girls and Scout Masters halted and formed an aisle through which the others passed into the building where stood a glittering Christmas tree, blazing in the glory of a spotlight. When all had entered the building, the lights were turned on and the Director of the Music Department of the Normal School led in the singing of Christmas carols. The program closed with a pantomime of the Nativity given by the storytelling class. The only lights used in the pantomime were the spotlight and the church candles held by a group representing angels who stood in the background. *Holy Night* was first sung, then as the shepherds appeared *The First Noel*. Upon the appearance of the Wise Men *We Three Kings of Orient Are* was sung. The scene closed with a recessional after the audience sang *O Come, All Ye Faithful*. The caroling was continued down the street and through the town.

SANTA CLAUS AND HIS REINDEER

For three years the little town of East Jaffrey, New Hampshire, has had its Christmas tree hung with presents for the children and adults too. Cornetists stationed in three different places play *Holy Night*, one cornet playing the first line, the second continuing the strain. Then comes the part of the program which is of greatest interest to the children:—A horse adorned with antlers and paraphernalia converting him for the time being into a reindeer draws Santa Claus in a sleigh through the streets while he distributes to each child a bag of nuts and candy.

A CHRISTMAS TREE AT NEW ALBANY

The community Christmas tree at New Albany, Indiana, had some novel features. Each child in the school was asked to string a yard of popcorn for the tree. The Woolworth Company furnished icicles and the Electric Light Company supplied two hundred colored lights. At 4:39 on Christmas Day all the church and fire bells in the city rang for five minutes as a signal for the citizens to gather. Community singing followed for half an hour. Typed copies of the words of the songs supplied by the High School printing

classes were furnished. After the community singing at the tree, the people divided into five groups, each group following a line of march under the direction of a good song leader and stopping at certain caroling stations.

THE CHRISTMAS SPIRIT IN LAWRENCE

In Lawrence, Massachusetts, a huge community Christmas tree, the gift of the American Woolen Company, was set up in the middle of the Common by the employees of the Park Department. Beside it stood the Cradle of the Nativity, a Syrian float awarded first prize in the Fourth of July celebration. At 8 o'clock on Christmas Eve, twenty buglers were heard from the belfry tower of City Hall; 800 Christmas carolers began to sing and on the top of a nearby flagpole the Star of Bethlehem burst into light. From three sides of the Common the Three Wise Men of the East began their pilgrimage and followed by the carolers slowly approached the Cradle of the Nativity where they enacted the scene of Adoration of the Wise Men.

COMMUNITY CHRISTMAS TREES EVERYWHERE

Of Community Christmas trees much might be written. There are few communities in America today which do not have some form however simple of a community Christmas celebration. (Information regarding the organization of community Christmas trees, celebrations and carol singing may be secured from the Playground and Recreation Association of America.) What these celebrations have come to mean to the creating of community spirit in the drawing together of neighborhood groups in common interests, and the opportunity for service which is afforded is a story well worth the telling.

As a typical community Christmas tree celebration, the program of Allentown, Pennsylvania, might well be quoted:

"Seventeen neighborhood Christmas trees and one community tree was Allentown's Christmas record for 1922—a record made possible only by one hundred percent community cooperation. The school board, the city council, the 375 school teachers, the 55 ministers, the various civic clubs, such as the Lions, Rotary, Kiwanis, Four-Square, Advertising, and the Chamber of Commerce, the industries, and many other organizations combined to make the happiest Christmas celebration Allentown has

(Continued on page 510)

The Toy Problem

GEORGE W. BRADEN

Teach the spirit of play. Don't smother youthful imagination. Renew your youth and be chummy with children.

Not long since, I heard a fond mother say: "I really don't know what to give my child for Christmas—she has a room full of toys and does not appreciate them. It seems as though the more I give her, the less able she is to amuse herself."

The great number of playthings in the average American home tends to confuse and excite the child and dwarf the native ability to experiment and construct. In choosing Christmas gifts for children, not only curtail the number, but see to it that they are adapted to the age of the child and are of the kind that call forth latent initiative and self-expression.

Building blocks and mechanical parts are better than elaborate and expensive doll houses and express trains; a broomstick, than a rocking horse; an old alarm clock, that can be picked to pieces and whose wheels can be used for making windmills, steamboats, draw bridges and elevators, than an expensive watch, that must be put away or smashed in the "first round;" a sand pile, than a ready-made castle and garden.

America has 540 manufacturers engaged in toy-making. "Imports of all kinds of toys and games, including dolls, during the first quarter of 1922 exceeded by 6% imports during the corresponding quarter of 1921. Should this relationship with 1921 continue, total imports this year would approximate \$7,550,000. The tendency for toy manufacturers to produce toys which leave room for the child's creative power and native resourcefulness is to be commended."

You can bring your children no better gift at the glad Christmas season than to renew your youth, to be chummy, (some surprise to the children, perhaps) and to lead them in joyous frolicsome, wholesome, healthful play. Don't be afraid to unbend and even "shout a little" (what if the neighbors do object?)—throw your false reserve and assumed dignity to the winds.

THE POSITIVE METHOD IS BETTER

The negative method of disciplining and schooling children should give way to the positive

The time is coming when full automatic machinery will be so common that the four hour work day will be possible.—Thomas A. Edison

constructive training. At a recreation conference, one of the younger men asked, "How do you keep the boys from punching the punching-bag as they pass it during the marching drill?" "Take it down," replied one of the older men, and everybody laughed.

We should seek to get the child's viewpoint. The following story illustrates this: A mule belonging to the village pastor was lost and everybody turned out to find him, but without success. In the evening, Sam, the village half-wit, came down the street, leading the mule. A crowd gathered; in reply to the question, "How did you find him?" Sam replied, "Well, you see, it was this a-way. I just went whar' I last seen de mule, and I thinks to m'self, 'Now, if I was a mule, whar' would I go?' and I went dar and found him."

IMAGINATION AS AN AID

The child lives largely in the "golden garden" of imagination. In this enchanted garden, chairs quickly turn to trolley cars, coaches, or dashing fiery steeds; bears and lions bite and scratch; the doctor, lawyer, merchant and chief attend to professional and business duties with proper seriousness; the butcher, the baker and the candle stick maker cry their wares; the band plays; the soldiers march; the miller grinds; the farmer plants, sows and reaps; fairies and nymphs dance and sing, and "the goblins'll get you, if you don't watch out."

The greatest experiences of the race have been in overcoming the elements and passions in nature. Muscle, brain and soul have developed in the contest against wind and wave, heat and cold, tropical jungle, desert sand and rocky mountain sides, in the struggle to provide food and shelter and covering and to protect life and limb. The child at play finds the keenest pleasure and largest development in experimenting with and overcoming and "harnessing up" these same elements.

Expensive toys are quickly forgotten for a chance to make mud pies, paddle in the water, fly a kite, climb trees, swing on the gate or slide down the cellar door, catch butterflies, grasshoppers or toads, build a hut or wigwam, test out the legs in a chase with the dog, throw stones at a mark, or make a raft.

Give the children their right to the play spirit.

Beauty And Leisure Time*

BY LORADO TAFT

I was asked once to write an inscription for a memorial. They wanted something on this same subject of leisure, and I devised this: "Fateful are the leisure hours. They win or lose for us all eternity." I do not know much about eternity, but I have an idea people will continue to walk in the direction in which they are faced. I cannot see much progress in the vegetating life of so many who are equipped for something better. It is pitiful to think of this in a great world of beauty and of art. It is something to know about art; it is more to know it intimately, to appreciate and feel its beauty. Even to make a study of art is much better than nothing, and one might find great joy in that. It is in our leisure hours that we express ourselves. We have a choice as how to spend our leisure time. It is choosing that makes character and affects our future.

I am supposed to speak on this subject with authority. My authority is that of the spinster who tells you all about the raising of children. I never had any leisure time in my life except one week when I had lumbago, but my life has not been lacking in recreation—which is another matter. I found my profession at the age of thirteen and since then I have never asked for leisure. I have never wished for a vacation. My recreation has consisted largely in reading on trains as I have traveled to lecture engagements, and on the ocean, and I have found great delight in these short periods of reading. Generally on these ocean trips I have chosen some language and devoted an intensive week or more to the study of that particular language.

LANGUAGE AND LITERATURE AS RECREATION

I got into the habit of studying languages when I used to drive the cows up the road. I practiced French first on the cow and attained considerable fluency in that way, which unfortunately I found did not pass current later on when I went to France. That was one of the disappointments of my life, but still I feel that those leisure moments were well spent because although I had to have my accent polished up I had the facility that comes from being able to read a language. So it is on the road that I have equipped myself with one language after another, and one of the greatest joys of my life was to discover that I could read Italian without studying it. That was because of its resemblance to French. There is great satisfaction about that sort of thing. One enjoys it intensely. This last trip I had four books written by people connected with the

University of Illinois because I want to know about our American novelists—two by Stewart Sherman, admirable books, and two by Carl van Doren, and I had the time of my life.

WE BUILD UP TO DESTROY

Just four weeks ago today I had the unexpected pleasure of finding myself in the old town of Cluny in southern Burgundy. I had not expected to go there, but found it was possible and made the trip. For years I had desired to see that spot, which is one of the most impressive and yet pathetic of all in its memories of medieval life. Here was the greatest church in Christendom, this mother abbey, and it stood, the glory of thirteenth century art, Romanesque in style, superb in simplicity, until about a hundred years ago when they blew it up and made a stone quarry of it, so that today all you find of it is scattered fragments. I came upon a great door, the entrance to the church, and yonder I saw a spire standing. There is a feeling of futility in this savage destruction of something infinitely precious that depressed me. To think that humanity could build so nobly and then destroy so ruthlessly. I have stood on the Acropolis, where great numbers of people are living on the edge of one of the world's great splendors and have seen the people come out of their huts like rats out of their holes, and with no more appreciation of their surroundings than the rats themselves. I have stood in ancient Corinth and heard the story of its destruction by Rome—this great city that was the Chicago of the old-time world, splendid in its expression of the civilization of its time, and today a moldering heap of ruins on

*Address given at Recreation Congress, Springfield, Illinois, Oct. 8-12, 1923

top of which people are living who have no knowledge, apparently, of the glories of their past.

These things have filled my mind with questioning. Why is our civilization doomed to such experiences? It seems that the elements are so arranged as to produce now and then a beautiful offering, and that now and then all is swept away—this riddle of human progress in which we must believe in spite of ourselves. If the nations must submit to our inheritance in such fashion, perhaps it is not strange that we find a parallel in our own lives. When I think of the pain of education—children so eager to be out on the playground and yet so confined on school benches—at what sacrifice it is attained, and then how gaily we sweep it all away when we get through! Most of us could not pass an examination to enter the university, when we graduate. The child who builds with his blocks has the joy of the crash, but when we sweep down this fabric of our endeavor we have not even the joy of the crash. We do not see it go, nor hear it go.

RECREATION IN THE LOVE AND STUDY OF BEAUTY

That trip this summer was a joy in the companionships it afforded, but now and then I met with an incident that showed me that our civilization is very thin. On the steamer coming home I met a young lady who had been sent abroad because of a little affair of the heart, but while in Germany she had developed another and was being taken home as rapidly. She was continuing her career on the steamer, but deigned to notice me for the moment. She said to me, "They tell me you are a sculptor. Do you know about Michael Angelo?" I answered that I knew a little. "Well, you know," she said, "he got me into trouble over there. They took me to a church to see that Moses of his. I was awfully tickled, and I couldn't help it, but I said 'Beaver, beaver,' right out, like that!" That struck me as an interesting American art criticism. She had gotten something out of her trip. And there was more to follow. "And then there was another statue I saw, by a man named Donatello—hasn't he something in the Bargello? You remember that little David? When I saw him I was just tickled to death. I just thought I'd die."

To think of this girl going over there having the opportunity of seeing all the wonderful things in Italy, and being "just tickled" in that way by these two great works of art! It was pitiful. I suppose my pity was gratuitous, but I

have a great longing to share my own enjoyment of those things with others. I want this great country to be acquainted with that land of art, to know its story, to have its artists real to them, and so I speak earnestly when I say it pays to have a habit, and to find recreation in the love and study of beauty.

'GETTING JOY OUT OF YOUR HOBBY

Be it a language, be it literature, the best kind of recreation consists in doing something just as well as you can and taking pleasure in it. Something different from your daily work is so valuable, so precious. Some find it in language, some in art—there are so many things I can think of—etymology or entomology, bugs for the bugologist, the history of art or the history of your own neighborhood—they are all valuable and help a man to understand other men and to sympathize. They brighten life. I am inclined to think that every American man ought to have some hobby that involves vigorous exercise, if his daily work does not.

DOING THINGS WITH YOUR HANDS

And then there are the handicrafts. We shall never have great art in this country until many people are doing things with their hands. How can we understand the man of skill unless we try to do some of the things he does? We should all try painting and modelling—not with the idea of becoming great artists, but to know something of the difficulties of the arts and be able to appreciate it when we meet the triumphant achievements of the great masters. I belong to a group of people in Chicago who call themselves Cliff Dwellers, and the question asked of each member before he was admitted was, "What does he do with his leisure?" I never had been so impressed with the importance of the use of leisure time as in this connection. All at once I saw the difference there is in this world in people—those who appreciate and treasure their leisure time and make the most of it, and those who remind me of a halftone I saw in the Geographic Magazine, where there was a row of Bushmen, about the hardest looking customers I ever saw, apparently doing nothing, and the caption was to the effect that these Bushmen were in the habit of sitting like this for hours at a time without saying a word. That is one way of using leisure time. We do not need to worry about Americans doing that, but still among Americans there appears to

be a lack of appreciation of the opportunities in such an employment.

STAGNATION OR PROGRESS?

I remember an expression used by either Henry or William James, writing one to the other when they were boys, "After all, it is the amount of life that a man feels that makes you respect him." That might be said to apply to certain other James brothers, so far as the "amount of life" is concerned, although when it comes to "respect" there is all the difference in the world. The people who have no life in them are meaningless to us. They are like vegetables. Perhaps we might think, "if the Creator does not care, why should I?" But they are not interesting companions and we want companionship from men who are alert. There is all the difference in the world between stagnation and progress. It depends upon the awakening of enthusiasms. Responsibility is laid upon those who have the power to arouse interest and enthusiasm. That is your job.

I was asked once to write an inscription for a memorial. They wanted something on this same subject of leisure, and I devised this: "Fateful are the leisure hours. They win or lose for us all eternity." I do not know much about eternity, but I have an idea people will continue to walk in the direction in which they are faced. I cannot see much progress in the vegetating life of so many who are equipped for something better. It is pitiful to think of this in a great world of and of art. It is something to know about beauty art; it is more to know it intimately, to appreciate and feel its beauty. Even to make a study of art is much better than nothing, and one might find great joy in that. It is in our leisure hours that we express ourselves. We have a choice as to how to spend our leisure time. It is choosing that makes character and that affects our future.

ART BRINGS DELIGHT

I told some of you on another occasion, I think, of my experience with the boys in France during the war, and how illuminating it was. Some of you have had similar experiences. The contrast in certain camps I visited made a profound impression upon me. I remember a great supply camp where the boys had not much to do and the reports I heard of dissipation there were discouraging. I realized that a lot of men without employment were liable to find employment of some sort; there is a great power that looks

out for that sort of thing. I told you of that elderly woman whose duty it was to round up the drunken boys at night. They were splendid fellows but gave as their excuse to her that they were "so darned lonesome." They had no resources, no mental resources. I remember how different it was at Baume where the boys were studying and playing, and going to the university and where we had courses in art and where I never heard a profane word. Those boys were not trying so hard to be good, but their time was filled with delightful employment. They were so enjoying their lives that they signed a petition at the end of three months to be allowed to stay in France. It was a great lesson to me that the way to combat evil is to offer a great amount of good, attractive industry of some sort or other.

THE IMPORTANCE OF RESTING

I was told the other day about a book recently published entitled, *The Immortal Italy*, in which the statement is made that Italians think Americans are childish because the Americans do not know how to amuse themselves, that they always have to have some kind of toy, or automobile, or radio, or something to fool with. I asked what would they want, and the answer was, "They say Americans ought to learn to converse, that when a conversation is started the American runs away, that the American is not studious." That is their criticism on American civilization—or that is one of them. I think what we need is to think very clearly when we are thinking and to rest absolutely when we rest. I made a little discovery. At one time I got into the habit of worrying at night. Little things become very great at night, you know, and I began waking up and worrying over the following day, over my work, over my debts, over anything. It got to affecting me, so that I would wake up tired in the morning. Finally I said to myself, "I've got to end this. How shall I do it?" I tried counting sheep, and all those things. No good. I did not want to take a drug, so I shook my head (like this) then drew in long, deep breaths, and to my astonishment I was soon asleep. I called it putting my thoughts out of focus. I simply would not think. It has been the greatest comfort. I can stop thinking and can put myself to sleep in four or five minutes any time. I am proud of the accomplishment. I like to call up my thoughts now just to drive them away again.

(Continued on page 523)

Recreation and the Church*

BY REV. CHARLES W. GILLKEY, D. D.

CHICAGO, ILLINOIS

The older we get the harder it is for us to share the spontaneous spirit of youth, and the more necessary it becomes to reinforce one's life with those creative agencies that have proved in experience their power still to fertilize, still to inspire, still to create. Among all those agencies there is none more potent than of religion.

It must have been a bold committee that put together this program. Surely the committee must know that religion is the most controversial of all subjects, warranted to "spill the beans" in any pot in which you mix it, and even like a boomerang to kick back just at the time you thought you were getting it off your hands! One of our ladies on the North Side of Chicago found this out when she was trying to decide where to go to escape the Chicago Winter. She went to a Travel Bureau where she fell into the hands of a clerk whose name was Sullivan. Note well the name. He asked her how she would like to go to South America, explaining that everything there was new and interesting and quite different from things at home. "No," she said, "I don't think I want to go there. I have been told the people there are either Spaniards or Indians and not honest. And I may as well tell you of other places where I don't want to go. I don't want to go to Ireland, because I've been told it was cold and wet and full of Catholics." "Madam," said Mr. Sullivan, "suppose you go to Hell. It is hot and dry and full of Protestants."

TAKING THE LONGER AND DEEPER LOOK

Now that is what anyone may expect when he begins to argue about religion. It is a dangerous thing to mix up in, either on a program or in practice. And the committee has gone a step farther and not only invited religion into the program, but asked a preacher to present it! Who doesn't know that of all the impractical and futile people on earth we poor preachers are the worst? Sambo found it out when he was at the front and got so scared he started to run. He ran as fast as his black legs could carry him and after he had gone what he thought were miles, all out of breath he ran into a man in officers' uniform. Trembling he asked, "Are you an

officer?" "I am chaplain." "Well," said Sambo, "I didn't suppose I was as far from the firing line as that."

It is rash business on the part of your program committee, then, to ask a preacher to speak about the relation of religion to recreation. And yet isn't it another of those cases where the short and the easy and the superficial look gives one result and the longer and the deeper and the truer look yields a far different result?

Suppose our subject this evening were education and religion. We Americans of 1923, looking at our fundamentalist brethren might conclude that there was some fundamental hostility between education and religion, and that there were no real relations between them. That would be the short look into a very great and deep subject. Fundamentalism—this whole matter of fundamentalism which so distresses us is, when we take the deeper look, a temporary thing which could probably be traced to certain conditions in the American ecclesiastical world in the late eighteenth and early nineteenth centuries, precipitated by the recent war. Take the longer look and things are different. Religion has been one of the great foster mothers of education. Religion kept education alive when no one else cared, and in foreign lands the Christian mission has been one of the great promoters of education and is today one of its main builders.

THE RELIGIOUS IMPULSE AND CREATIVE EXPRESSION

Suppose our subject were art and religion. We might look at the stern Puritanism of much of our American religion, at the barren churches, the careless services, the austerity which surrounds so much of our religious life, and we might conclude, feeling the lack of beauty in it all, that there was some fundamental conflict be-

*Address given at Recreation Congress, Springfield, Illinois, Oct. 8-12, 1923

tween religion and art. But there again our temporary impression would be shallow and mistaken, for in the longer look down the centuries we see that religion has been the foster mother of art as she has been the foster mother of education; that the religious impulse has been one of the vitalizing agencies that has brought into creative expression some of the greatest capacities for beauty that the human spirit possesses.

It is that aspect, that external aspect in the longer look at human life, that lies at the heart of the profoundest studies of the function of religion in human experience that I want to discuss with you tonight. Professor Hocking, in the first hundred pages of his book *The Meaning of God in Human Experience*, points out that in nature there are two relatively separable functions—that of vitality and that of fertility. The one creates and the other applies. He shows how relatively adverse these functions are, and how in other realms of life we refuse to estimate the fertile agents in their relation to real values, but estimate them in terms of the machine. We are always in danger of estimating religion in terms of utility and of discussing practical applications and consequences. In the deeper look religion is one of the fertile, creative agencies of human experience and is to be judged in terms of the values and the life which it creates.

It is from this point of view that to-night I should like to think with you about recreation and religion. Perhaps I should say, recreation and the church. There again, on the short look we we might come to the superficial view of the real nature of the case, for American religion, like all American life, took shape at a certain, particular period in human history, and under profound influences assumed a certain attitude. The Puritan reaction toward art, beauty, play, fun, recreation was at its height when American religious thinking and action began to take form, and the influences of that "killjoy" Puritan stamp has in fact been with us all through our American life. It has been particularly notable in our American religion. Macaulay once said something to the effect that bear-baiting was considered by the Puritans sinful not because of the harm to the bear but because it was fun for the man.

RELIGION A GREAT AND POWERFUL RECREATIVE FORCE

It would be a short-sighted view to conclude

that there is no fundamental and long time relationship between religion and recreation. We might say under the shadow of the moment that religion lives in northeast exposure. A great many religious folks are like the northeast coast of Scotland where there is very little sunshine and the children never love to play around the exposed points. But is the familiar idea that religion is forever taking the joy out of life a true idea? Not in the longer and deeper look into the subject. It is as false as the idea that religion and education are opposed to each other, or that religion and art do not belong together. Speaking from the longer view of history and the longer span of human experience we see that religion has been one of the great joy-bringers in human life, one of the most powerful recreative forces. It was no accident that the religion of the Old Testament expressed itself in song and in the dance. Dancing has had a varied history since then, but dancing owed its origin to the religious impulse, and thus what is historically true is true in the deeper sense, for students of all human psychology know that religion from its earliest phases has expressed itself in the dance. So it was down through the saints' days of the middle ages; and so even today in Italy and other sunny places, it is a joy bringer. That is not primitive religion, either. Nobody can open the New Testament and miss the word and the note of joy that vibrates on every page. It is an exuberant book. It is running over with vitality and energy and enthusiasm. Clement of Alexandria said of the early Christians that they could always be recognized because they worked singing, and St. Francis said that Christian folk were God's troubadours singing their way through human life to spread the joy of being God's children.

Religion is like some medicines. If you take them in limited quantities you do not get the full result. Take religion enough and get the hilarity and exuberance that it has brought to men and women all through human experience. When Edmund R. Sill, graduating from Yale, and perplexed about his religious faith, gave up his ideas of being a preacher, he wrote, "How certain questions about life do take the shine out of existence." That was the negative way of putting it. To put it in the positive way, we know that of all things that put shine into existence religion is one of the most shining, and so I maintain tonight that religion and recreation belong together by their very natures, because

religion in the deeper sense has proved itself a recreative power in human experience.

MAINTAINING OURSELVES AGAINST OUR OWN INSTITUTIONS

Now, how about the church and recreation. Perhaps that is another story. I often read a little magazine, as I suppose most of you do, *The World of Tomorrow*. In an issue not long ago my eye was caught by the title of an article—*The Dangerous Necessity of Institutions*. Was the anomaly of human life ever better put than that? That the great interests of human life have to maintain themselves not against enemies but against the institutions they have themselves built up! We believe in education, and are forever dissatisfied with our colleges; we all believe in democracy, and most of us are less satisfied with our political parties; a great many people believe in religion and are far from being satisfied with the churches. I think it was George Tyrrill who remarked that if you ask a man what church he belonged to, he would tell you and then add what church he wanted to belong to. It was the same profound truth that our chairman put into memorable words in his book, that it is not so much how far we travel but how far we carry our ideals with us that is determinative.

I am not here to apologize nor to defend, nor to criticize the church. It is easy to criticize; it is easy to defend. I would point out that the problem of the church in relation to religion is like the relation between a political party and democracy, is like the relation between a college and education, in that our ideal is far ahead of our actuality. In that distant day when all the world's work will be done in four hours it is probable that your own Playground and Recreation Association will find itself by that time maintaining the necessity of doing work in the world because the people have so much leisure on their hands, and that you may be then needing a needle campaign so that everyone may have knitting enough to prevent too much damage for Satan to do with idle hands! It would be like human experience to find the Playground and Recreation Association organizing a new campaign in the interest of the gospel of work. But those who have learned to use their leisure wisely will not need so much training.

RECREATION AND RELIGION— AN EFFECTIVE ALLIANCE

Let us accept the fact of the church, with her limitations and her faults and her ideals, and put it this way: that the thing you and I are after as people who are interested both in recreation and in religion, and who believe that they belong essentially together, is closer working lines, more active and effective cooperation between the church and the agencies of recreation, and that for the interest of each, for I conceive that this is an alliance in which each party has much to contribute to the other. You have a tremendous lot to contribute to us of the church. I have had very inspiring visions of what the church can do under the leadership of experts in recreation, within the last few weeks, in the South Congregational Church of Springfield, Massachusetts, and in the First Baptist Church at Evanston. And from our Mormon friends from Salt Lake City I have learned how much the recreation leadership of the nation has helped in the State of Utah.

It is not altogether a one-sided alliance, perhaps. The church is anxious about her young people. She has learned slowly that as we learn to swim in the summer and to skate in the winter, having a lesson one day a week and practice on all the other days of the week, so we build character. We do not build character on the lessons of a half-hour on Sunday unless we put them into actual operation the rest of the week. The church knows that. And so this alliance works both ways. The church may contribute, too. The church is a factor of permanence. It will be here long after we are gone, pessimists and radicals notwithstanding. It has been here a long while, and religion and its institutions will stay for a good while to come. Long after the organizations of today have been all but forgotten except for the tremendous contributions they have made, and have passed from the scene, the church will be here in her ancient role of foster mother, creative, bringing to birth and to pass in human life the values that make life rich. If that be so, the church has something to contribute in permanence and vitality to such an enterprise as yours. The church has the children—numbers of them—so many she does not know what to do with them, and she needs to be helped, and taught, and shown how better to serve them. The church has the loyalty of the people in the average American community

for we are on the whole a pretty religious folk in America. In the typical town the church bulks large and with the loyalty she commands, with the influence she has, particularly on homes and on parents, is just the opportunity for such a working alliance as we are trying to perfect in such a Congress as this between the recreation agencies and the Church, each needing the other and each having something to give the other.

RECREATION AND RELIGION BELONG TOGETHER AS CREATIVE AGENCIES

But the deepest reason why the church and the recreative agencies belong together is one that in closing I should like to remind you of: that is that the recreative agencies in human life and the religious agencies both of them partake of that distinctive creative, fertile character of which Professor Hocking writes. You believe and we believe, recreation believes and religion believes, that a man's life consisteth not in the abundance of the things he possesses. The impulses you express and we would express are those of which Bertrand Russell has written in his book on *Political Ideals*. There he tells us that our impulses are of two kinds—acquisitive, what we learn, what we get—and the satisfaction of these impulses has its limits; and creative, that makes men produce something, the satisfaction of which is not thus limited. Recreation and religion belong to that group of agencies which have the creative impulse, therefore in the deeper essence of each they belong together and can and must and will work together. The alliance for which we plead tonight is grounded on the nature of both religion and recreation.

And may I say in closing that I take it this profound symmetry between recreation and religion has direct consequences for us who are interested in both. The leader of our singing tonight urged us to imagine that we were sixteen and seventeen years old because then we would sing better. He was simply stating a fundamental fact about human experience, which is that children play by nature while most of us as we grow older play by determination, by force, by will. We play at play. And just there is half the problem of human life. Stevenson in his book *Virginibus Puerisque* tells us how he once started to write a book which

should be called *Life at Twenty-five*, but that he was never able to finish it because with the best of intentions a man could not stay at that age forever. The older we get the harder it is for us to share the spontaneous spirit of youth, and the more necessary it becomes to reinforce one's life with those creative agencies that have proved in human experience their power still to fertilize, still to inspire, still to create. Among all those agencies there is none more potent than religion.

RELIGION THE ETERNAL POWER OF RECREATION

It is no accident that the Christian religion sets up childhood as a kind of working model, and that its founder himself said: "Except ye become converted and become as little children ye cannot enter the Kingdom of Heaven." I like to think that he meant not simply the humility and docility which is common to all children, but equally perhaps the spontaneity, and the playfulness, and the sunniness of childhood; and that what He was giving the world Himself was the secret of eternal youth of the spirit—not of eternal child-ish-ness, but child-like-ness, with its humility on the one hand and its sunniness on the other hand, the capacity for enjoyment, the love of fun. That is what religion has always been able to do for individual people.

I wonder sometimes if any of us need more of that kind of personal religion. It is so easy for us who are working hard at organized play to lose the spirit of play because it is our job. And that is just a part of the problem of being a professional recreation worker, just as it is of being a professional preacher, and the only solution I know is the one to which our subject leads us back, that the real symbol of religion in human life is that ever fresh spring of living water of which the great Master of religion loved to tell, fresh every day, bubbling up for the moment of need, so that you never have to drink yesterday's water because there is more today that is fresh. So is religion in human experience, the eternal power of recreation, and that is the fundamental reason why religion and recreation belong together.

The Church and Recreation Programs*

BY CARL H. BARNETT

Secretary, Department of Community Relations Commission on the Church and Social Service, Federal Council of the Churches of Christ in America.

This is the first Recreation Congress I have attended. I count it a great privilege, and I take great pleasure in expressing now my appreciation of the program. I have had the pleasure of knowing some of the men in the national office of the Playground and Recreation Association, and have visited them several times. I have been very greatly impressed by the work which they are doing, the extent of the work and its importance from the view point of the office, but this Congress has impressed me far more with its significance and the great value of the work you are doing out in the field.

THE FEDERAL COUNCIL BELIEVES IN RECREATION

I am fully justified in saying that the leaders in the religious forces of our country are thoroughly alive to the great opportunity of religious education presented in the recreation program as it is being worked out by you. I mean the denominational leaders. Nearly all the large denominations have what are called social service boards connected with the home mission boards, and social service secretaries, and these secretaries are cooperating with the Social Service Commission of the Federal Council of Churches, of which I am a secretary. The Federal Council, as you know, is a group of folks who are working at the suggestion and under the direction of thirty-two denominations, an intergrating force doing the things together for the denominations that could not be done well separately. These secretaries of the respective denominations at the social service conference on September eighteenth did two very important things. First, they passed resolutions to transmit to the local churches through these representatives a five-fold program, and one of the most important items of that program was the recommendation to push as rapidly as possible a recreation program. Second, they

did something which shows the confidence of the churches in your movement, and that was to elect to the executive committee your Mr. Braucher and Mr. Hanmer.

Leaders of thought in the field of the rural churches such as Warren Wilson, Butterfield, Bailey, and many others have for more than a decade been voices crying in the wilderness, calling attention to the importance of churches that sit yonder on the hillside or nestle in the valleys and send their sons and daughters into the great centers of population—the importance of their taking into consideration this great need of the people for the use of their leisure hours.

A friend told me the other day that thousands of ministers are studying seriously this problem. That friend is teaching in the Methodist Episcopal Conference in Arkansas, and he tells me that six young ministers from small communities had offered their church buildings as community centers, had introduced a program of recreation and had educated the community to paying for the program out of the public funds. These ministers had themselves taken the initiative. And so all over ministers are trying to discover how to make provision for the recreation of their people. You heard yesterday one of the speakers state that there are over a thousand community churches in the country. I think he meant that these churches were mainly of the small town and country community. The community church means that the religious forces of the community have united to make a program that will meet the needs of their particular people, and always in such a program recreation has a large part. The Methodist Episcopal Church has 1,500 country churches located in communities where there is no other organization competing with them. A survey has been made and plans laid now to make them community centers, and they will include in their programs provision for the leisure hours of their people.

*Address given at Recreation Congress, Springfield, Illinois, Oct. 8-12, 1923

CITY CHURCHES ARE SUPPLYING RECREATION

And how about the city churches? You know quite as well as I do what is being done there. In 1915 there were 50 churches in Cleveland that developed their work into neighborhood centers and since then others have been added. One of them was the Epworth Memorial Church with a membership of 1,800, with full equipment, except swimming pool, that now reaches altogether 4,000 people, old and young, with recreation activities. Tonight I have in mind two city churches which I will describe briefly because I think they show what is being done in hundreds of other city churches throughout our land. One is the South Congregational Church, in Springfield, Massachusetts, the one referred to by Dr. Gilkey, where his brother is the pastor. This church spends \$17,000 in the activities of Olivet Community Center with its recreation program. It includes Boy Scouts, Girl Scouts, athletic clubs, young people's activities, with suppers on Sunday nights, and during the week social gatherings and, I understand, social dancing. They have a recreation field of something like 25,000 square feet in which there is ample equipment for children under sixteen years of age. In another part of the same city is St. John's Church, a colored church, that in addition to its institutional features has a simply wonderful recreation program with two ath-



There's lots of room for games in the Christ Church Playground Center

letic clubs, and they use, instead of equipping a field of their own, the field of a school nearby, with men from the Springfield College as directors. They have a recreation farm of some 54 acres for use in the Summer time. They have a brass band, a vested choir, and a Saturday morning music school for children.

In St. Louis 8 churches have playgrounds, 9 have gymnasiums, 11 have organized sports, 7 have play organized for children, 7 have dramatic classes, one has a summer camp and 2 have recreation farms. Most of these churches are cooperating with non-denominational agen-

cies such as your own. In New York City the Madison Avenue Presbyterian Church has a parish house that is five stories high, with full equipment for both sexes and two paid directors and a score or more of volunteer assistants. They have two summer camps and reach 2,600 people constantly. St. Bartholomew's Episcopal Church of New York City reaches 3,500 people with its community activities. In Spartanburg they have a playground of six acres with complete equipment. And so we might go all over the country and find that the churches are making provision for their own people, for the members of their churches first, of course, but also open to all young people in the community. From Chicago to New Orleans and from New York to San Francisco there are too many cities to name where plans are being definitely made for fuller attention to recreation.

THE UNAWAKENED POWER OF THE CHURCHES

In spite of these things I think we have to admit and agree with Dr. Douglass, who made a social and religious survey of New York, that the average church is marching straight ahead on the old conventional lines. Thousands of churches are waking up, to be sure, but just for a moment I want to speak of the potential forces represented by the churches of the country. It is hard to realize and appreciate the great power the churches represent. There are 243,578 Protestant churches in our country; there are 47,407, 251 communicants and 214,388 ministers. These churches offer to the people in their communities the opportunities for worship, the best of music, opportunities for service, and most of all a place to form friendships that are abiding. I have heard it said, and I believe it is true, that the church is the greatest mating institution in the world. I do not know where you found your wives, but the church is where I found mine.

It is inevitable that people who are bound together by these ties should naturally want to express themselves in social gatherings and in recreation together. It is inevitable. When the church is convinced, is thoroughly committed to the program of recreation for the community, and the need of it, there will be no hesitancy on her part to respond. I wish the church would hurry up and be won more speedily to look out of herself upon the community round about her. If it would do so in this city things would be different, for here in Springfield I find

an institution that is about the worst I ever saw, built seventy-five years ago, long before the civil war, still standing and in daily use—and that is the county jail. There are forty-two inmates there today, and the fellows in there for six months and in some cases even longer are sleeping on iron hammocks, and they are all, old and young, thrown in there together under conditions bound to send them out bitter and resentful and with the spirit that will make them elements of danger in our society. That situation is found not only in this city but all over our country, and if the churches would look out into the community and feel their responsibility



Not much fun in cold weather but—on hot days the wading pool in the Christ Church Playground Center, Detroit, is a busy place

such conditions would not exist very long. So it would be with our delinquency problem.

HOW CAN WE HASTEN THIS DEVELOPMENT?

My last thought is, how can we hasten the fuller cooperation of the churches in the program for the community. Doctor Dewey says that there is no demand of human nature that is more insistent or less to be escaped than that of



The girls in this pyramid are a few of the lively youngsters on the playground

recreation; that the idea that this need can be suppressed is fallacious, and that the puritanic tradition which disallows that need has resulted in an enormous crop of evils. I think the church is beginning to see this and can be led to see it very rapidly if approached in the proper way. I think in the first place, that one should have a sympathetic view and understanding of the church. That has been touched upon this

evening. We should realize that the church has roots that are very deeply implanted in the hearts of the people. By conferences with church people and ministers in the community very much is done towards bringing about understanding. Cooperation is impossible until you recreation people and the church people do understand each other. A very good illustration of cooperation came to my knowledge the other day; it was this suggestion, that you have a baseball game between the Knights of Columbus and the Ku Klux Klan, with a colored man for umpire and a Jew for scorekeeper.

If I were a recreation worker I would take advantage of every opportunity offered to speak to church gatherings of the great value of my own work. In Huntington, West Virginia, the director of recreation has a board of twenty-one men which includes a representative of every religious faith in the city. I do not know that that would be necessary in every city, but it shows that he is attempting seriously to enlist the churches of that city in community work. The recreation worker is helping mightily to enlist the church when he helps the church with its own problem. Unless someone does teach the leaders of the church how to conduct social gatherings and put on a recreation program they can be very dull and uninteresting affairs. One recreation director reports that a great deal of his time is given to organized groups which in the beginning had not the ability for some reason to conduct their own recreation activities successfully, but as a result of his meeting them in a cooperative way have become able to do so and to carry on their work as a separate community service. The recreation worker, if of the type of men and women which I feel makes up this congress, can expect that the church will cooperate with him where he is working in his own community, for when one comes and presents a cause that has so many and so significant and important elements bearing upon the same great objective which the church has in mind as this group has, you may expect to find a hearing and you may expect definite results.

I shall close by reading to you a short passage from the book by Dr. William Adams Brown entitled *The Church in America*. He says, "One of the most significant signs of the times is the new interest in organized Christianity. By this it is not meant that we are experiencing

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"America in the Making"

By SARAH DOROTHY KING

Council of Women for Home Missions

Down in Maryland and Delaware in the crowded camps where many seasonal workers in the canning industry live, there are children who have never learned to play. Whole families of children too young to work loll on the doorsteps of their one-room shanties, too uninterested even to play games. An older boy or girl jiggles the youngest to keep it quiet; and the others scuffle, perhaps, or swear at one another. At best, their activities seem to center about the railroad track and the most dangerous machines in the cannery. The more adventurous boys alternate between fighting and neighborhood foraging.

FINDING THE IMPORTANT "SOMETHING"

Obviously there is need for something to interest and at the same time help these children, and four years ago the Women's Boards of Home Missions, through the Council of Women for Home Missions, set about finding that "something." The greatest problem to be met was the temporary character of the work. Where the people move as the season progresses lasting impressions are hard to make. But the Boards were not easily balked. In 1920, the first year, they established stations in four centers where the packers welcomed them.

A COOPERATIVE UNDERTAKING

The work was begun and has continued on a cooperative basis, the owner of the cannery furnishing the building and janitor service, the Boards providing the bulk of the budget for salaries, equipment and running expenses, the community supplying minor needs, frequently through a local committee, and college girls furnishing the personal service. The house is one built especially by the owner, a building already on the grounds, or the nearby rural schoolhouse. When the owner puts up a special building, there is a roomy screened porch, a nursery and kindergarten room, a bath room equipped with toilets, tub, and showers, and a good kitchen.

There are three distinct types of stations: the cannery with absentee ownership and a local manager, the cannery whose owner lives nearby,

and the truck farm community where the produce is shipped fresh to market. The nationalities served so far have been Italian, Polish, Lithuanian, and in 1923, Negro. Usually a cannery employs one nationality only during a season, but at the station where I worked in 1923 there was a mixed group.

The work has been so successful, in spite of the newness and problems of the venture, that gradually more stations have been started. Thus far they have been established in nine communities.

HOW IT WORKS

Three workers are sent to a station: an executive who usually also has charge of the Day Nursery and First Aid, a Domestic Science teacher and a playground teacher. Each, however, finds she is called on for everything as the days pass, especially the one in charge of First Aid who has the physical well-being of the whole camp under her care, adults as well as children. Many are the hurts and illnesses needing treatment.

There are usually from twenty-five to fifty children at a camp. Sometimes, there is no room on the cannery property for a playground. The buildings may be right along the railroad track—the only place the children have to play—and when the workers arrive, they find them sitting on the ties.

After the first diffidence has worn off, the workers are met every morning by shy children coming part way to meet the teachers. Little "big sisters" stagger under the weight of two-year-old babies, boys drag little toddlers and a whole troop of dirty urchins from three to eight years of age plod along beside. As the little procession marches down to the pavilion, it gains confidence with chattering, recruits begging to hold the flag, to help teacher, to get water—anything to attract attention. Each is assigned a job to do all by himself. Some sweep the porch, others kill flies. A few bring the kindergarten chairs out on the porch. One puts up the see-saw, another drags out the cot, and a third goes for drinking water. The "little mothers" with wee baby brothers and sisters sit down to rock the little ones to sleep while

some of the older girls fix the baby baskets for the day. All this goes on while the workers are preparing materials for the day's activities.

THE DAY'S PLAY

As soon as everything is settled, the playground teacher summons all with her whistle and the day's program begins with the question: "What kind of boy or girl holds the flag?" Each child has a chance to make a suggestion such as, "A boy who doesn't swear or fight!"; "A girl who does the dishes;" "Someone who always smiles," "Someone who takes a nap nicely;" "A boy or girl who minds the baby well." The child who had, on the day before, fulfilled the greatest number of requirements that the children themselves had volunteered is chosen to hold the flag. Even the smallest tot learns to say and understand:

The red, the white, the blue;

Be good, be pure, be true!

All pledge allegiance to the flag, then everyone sings, *My Country* with much gusto, standing very straight and tall.

After that comes *Good Morning to You* with



The upper floor of a barn in Stewartstown, Pa., was transformed into a room for the work and play of the Lithuanian children there for the season

every one smiling just as hard as he can. A short prayer with an explanation follows, and then a children's hymn followed by a Bible story and its impromptu dramatization or by the learning of Scripture verses. Thus the day starts with a clean ideal of Americanism, and a little conception of something higher than the sordid plane of their everyday lives. Then every one sings to his heart's content, *Little Fiddle*, *I had a Little Pony*, *I Love Little Pussy*, and other nursery rhymes. Before separating into groups, the teacher leaves one thought with them to remember all day. "I will remember not

to fight," "I will remember not to swear," "I must be careful," "Smile, smile, smile," "Try to help someone," are all very familiar before the summer is over. At any time through the day the children may be called on to give "the remember," and results show very soon.

Next comes group work and the "clean up." In a group by themselves the kindergartners make cut-outs, colored with crayons, and draw wonderful pictures. The boys have their manual training during the first hour. They make very creditable kites that really fly, picture puzzles, checker boards, doll houses and



Educational and recreational work with the colored children in Hurlock, Md., went forward hand in hand under the leadership of the Council.

furniture, a hobby horse that rocks and raffia baskets. Meanwhile the babies are being bathed and dressed in clean clothes, and then rocked to sleep by the older girls under the direction of the hygiene worker who gives talks and demonstrations about the care of little ones, proper food, clean clothes and regular hours. As soon as the babies are put to sleep, the girls start their sewing classes. The group at the kindergarten table breaks up, some being bathed while others play with the toys in the nursery. As soon as possible the older boys and girls clean up.

By this time it is almost noon. All except those who are to have the privilege of helping are sent out on the porch or slippery slide and teeter board while lunch is being prepared.

RELUCTANT SLEEP

Simple hot lunches such as the children might show their mothers how to have at home are prepared and served by the older girls under the supervision of the domestic science teacher. When the tables are set, the whistle calls everyone to lunch; grace is said or sung, and the

business of eating begins in earnest. Table manners, thoughtfulness for others, and proper food are the subjects of little talks while the children eat. These are in the form of stories rather than sermons and are very much enjoyed. After the "excuse me, please"s are over comes the most terrible ordeal of the day. Everyone takes a nap! Twenty-five or thirty children lying on the floor just as close together as possible, with their eyes tight shut in an effort to please the teacher and go to sleep—incidentally to win the reward of three chocolate buds—is a sight to tickle almost anyone's sense of humor. But a tired girl with a just-awakened baby on one arm has no sense of humor. She simply rocks and rocks and draws out story after story of the Green Forest people. If Mr. Burgess should by any chance read this article, it should give him satisfaction to know that every day I put to sleep at least twenty children, all at one time, to the tune, as it were, of his "bedtime stories." They work like a charm.

During the blessed interlude of sleep the workers get a minute to catch their breath before they start again with new energy when the children awaken fresh from their nap. The little ones are allowed to amuse themselves as



The joy of accomplishment is in the faces of these Polish girls in Vale Bel Air, Md., as they learn to sew for themselves.

they wish, indoors or out. Sewing classes begin again, and at this time the little boys usually sew too. They love to work on beautiful yellow beanbags, and some even make for their babies cunning aprons with "bunny rabbits" on the pockets.

CLEANING UP

At four o'clock all work is put away and the house is cleaned up. Someone has charge of the crayons; other children pick up the scissors, beads or blocks. Everyone helps dispose of the

scraps of paper, while one little girl sweeps. The boys close the windows; the girls scrub the tables and bring in the towels from the line. When everything is ship-shape and all the playthings and supplies are put away, the house is locked with great formality, at about a quarter before five, and everyone hugs the teachers "goodbye."

FOR THE TINIEST ONES

The day nursery needs special mention. In the station where I served, four very small babies were brought every day, and seven or eight little ones who were just beginning to walk. A warm bath did much to make them pretty, zinc ointment on the raw parts of little bodies, together with regular feeding and plenty of sleep unmolested by flies, improved their tempers. They grew fat and smiley instead of crying all the time. They soon learned who was "boss," and gave up their spoiled tricks and were "precious." The older children, too, learned the same lesson: little people had to pay for everything, even for the play house, and the way to pay was by being good! One young mother told the workers that since her little Billy had been coming to the kindergarten, he had begun to mind her "just fine." That was a proud moment for us!

Swearing, fighting, and lying were major offenses. The first was punished in the old-fashioned way, by having one's mouth scrubbed out with soap. One pretty little girl, however, once took us quite off our feet by remarking at the end of the performance, "Miss Dorothy, you forgot my back teeth!" "I will remember not to swear" helped a great many children not to incur the penalty; and its twin, "I will remember not to fight," coupled with gentle reminders with a hair brush behind a closed door, cured the fighting. The punishment for lying was public shame, a punishment that needed to be applied but once.

THE OLDER CHILDREN HAVE THEIR FUN

Sewing classes in the evening for the older girls, and manual training for the older boys remedied another evil of the camp life, the lack of clean recreation for boys and girls of 'teen age. After working in groups for an hour, they united for an hour of games and a wholesome frolic. Several evenings during the season a community meeting was held for the fathers and mothers

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A New People's College

Every worker in human welfare is often poignantly grieved at seeing some of his most loyal helpers fall short of their best careers for lack of adequate schooling. They need an understanding of their social relationships and a cultivation of the tastes and feelings that would tap the resources for their best successes. Much as they may desire the four-year college experience, it is too remotely expensive in time and money for many of them. Courses of home study lack the inspiring comradeship of teacher and fellow student, and to be effectively completed they need a prodigious amount of will power. So, for almost no fault of their own, many of these promising young men and women go without self-knowledge or self-guidance into their half-careers. The lights of a few bright recompenses, (socially valuable as they are) throw up the somber background of their deprivations.

For such workers has been established a non-sectarian co educational folk school, Pocono People's College. The college will complete its work in world literature, history, science, community life and recreation leadership in four

months—the real graduate will be working ever after in the plan of study he has evolved in his school course. High School certificates will not be required for admission. Instead of examinations there will be psychological tests which will aim at finding the reactions of the students to the college courses and at the end of the course offer the graduates some suggestions for vocational and avocational guidance. The teachers have been chosen not only for their qualifications of schooling but for the inspiration they can give the students to form habits of inquiry and insight of their own. After the periods of lecture and discussion the recreation hours will come, filled with outdoor sports and indoor activities. These will not be merely hours of relaxation but times to learn many rich forms of recreation and to acquire training in recreation leadership for home and community service.

It is intended that the men and women shall leave the school not only with a more sensitive consciousness of their privileges and responsibilities in a growing society, but that they will have in the recreation experience and training a definite equipment for social service in their home communities. The students are to leave the college not only with keener senses but with a well directed plan for their continued self-culture. It is not likely that the school will send its graduates back home too good to return to the jobs they left. Many of them rather will feel that they were before not good enough for their jobs. These aims for more finely balanced lives, for happier, harder working men and women express in part the spirit and hopes which have moved the founders of Pocono People's College.

Dr. J. K. Hart, editor of *The Survey's* Education Department, is Chairman of the college corporation. George D. Pratt, Jr., National Secretary of The Student Forum, and S. A. Mathiasen, formerly field representative of Community Service, Inc. and now Director of the new college, are other members of the corporation. The faculty which has gathered about Mr. Mathiasen, the Director of the school, include Dr. Hart, who will head the Department of Community Life, Miss Elizabeth Burchenal, formerly with the Playground and Recreation Association of America, and at present head of the Folk Dance Society of America; Frank Harley Smith, form-

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Teaching Life Recreational Activities

BY H. AMBROSE PERRIN

Superintendent of Schools, Joliet, Illinois

The teaching of life recreation activities has been injected into the physical training program of the Joliet City Schools. This is done upon the assumption that physical training should not only provide for direct and correctional exercise during the growth period, but should also teach certain types of activities which will continue to function during adult life.

One of the particular principles involved in the developing of this type of instruction is that games of a distinctly national type shall be given actual instruction during regular school periods. Not only is it the aim to have certain individual recreational activities developed for permanent usefulness in the life of the individual, but to guarantee a knowledge of the rules of the game and the spirit of national sports. With this in view, it has been thought that there is a perfect justification in assigning some of the old type physical exercise periods to the developing of information and participation in activities which will function longer than just during the school life period of the individual.

It should be stated, however, that this injection of life recreation activities does not in any way detract from the usual direct physical exercise of a gymnasium type which must find its legitimate place in the schools. It is probable that some of the activities with larger viewpoints are substituted for the old type childhood games that pass very quickly with the development of the individual. Something of the nature of these life activities developed through an outdoor program may be suggested by taking a cross section of the work planned for some particular grade; for example, seventh grade boys. During the early fall soccer, tennis, horseshoes, hiking, and bicycle riding are emphasized. During the winter, basket ball, mass athletics, volley ball, dodge ball and indoor baseball receive emphasis. During the spring baseball, tennis, relays, hiking and bicycle trips again receive emphasis.

Running through the entire year there is an efficiency score which provides for recognition of the participation. A score sheet has been developed which gives individual scores, the

record extending throughout the entire school year. Appropriate room, building, grade and individual efficiency prizes will be awarded on the basis of points. This provides a definite point score for each individual. He is not only competing with others but with himself. Each school and each room is competing against itself as well as against others. A few individual trophies of distinction are awarded individual prowess over a period of years.

A definite program is also outlined for the girls of each grade. In many things this program coincides with that of the boys but it is made particularly to fit the needs of the girls at the particular age and is sufficiently differentiated to constitute an entirely separate program.

Something of the significance of this type of thing may be seen in the fact that on a single evening there were sixteen soccer teams playing on the various school grounds. In three weeks more than 600 children were taught how to play tennis. Bicycle trips and hiking trips, purely voluntary in character, take place every Saturday and holiday.

It should be stated that such a scheme of developing life recreation activities is made possible in this locality by the assistance of a well defined physical training department. Some thirty special physical training teachers, under the direction of the supervisor of the department, make it possible to carry on a forward-looking program and keep very accurate records. A second factor is that of the very ample provision for playground and recreation space; one grade school in the city having a playground of nineteen acres.

Another factor which should be mentioned is that under the Greater Joliet Recreational Bureau Plan its director is automatically the director of the physical training and recreation in the public schools. This brings almost every facility of the city under a direct cooperative management which is conducive both to homogeneous efforts and to a classified type of results.

Wolf! Wolf!

BY EDWARD F. BROWN

Keeping the wolf from the door is no longer an inspiration; it is a disgrace, at least in Santa Barbara, California, where instead of being subjected to a campaign of extermination, this much abused quadruped is cultivated as a civic asset—especially the cub.

As a matter of fact, through careful nurturing, eleven Packs of Wolf Cubs exist in Santa Barbara and—hold your breath!—chiefly in connection with the Schools, where they have the use of playgrounds and assembly halls in bad weather.

Of course, they are bipeds, the cubs to which we refer, and are all, except the Old Wolf, between eight and twelve years of age. Even the Old Wolf is as young in spirit as the youngest of the pack.

On top of a hill in the mountains that fringe the Santa Barbara coast line, there is a beautiful house. From its portico one gets a vista of the mountains as they dip into the sea. One can see the rolling hills for miles, and the restless waves as they play about a peaceful shore. It is on top of this hill that the Old Wolf lives in the person of Mrs. Frederick Forrest Peabody, whose social vision is even broader than the topographic vision one gets from her threshold.

It is under her inspiring leadership, and because of her love for children that we are permitted to call her the "Old Wolf," for that is her official title. In a more poetic moment we like to refer to her as "Akela," which is the same thing.

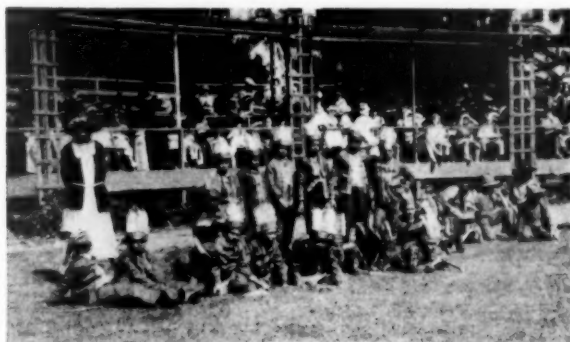
If the traditional reputation of the wolf is ever to be changed, credit will be due the organization of Wolf Cubs. These Cubs deserve anything but the doubtful fame of being carnivorous quadrupeds. There is nothing crafty, rapacious, ravenous, cruel or cunning about them, unless we say they are sound in body, crafty with their hands, and ravenous for the fair sports of the field.

THE FUR THIS CUB BEARS

The Wolf Cub is an embryo citizen who soon learns that loyalty to his pack is the first step in loyalty to his community, his state, his nation, and the ideals of citizenship. Young Scouts, not quite old enough to join the Boy Scouts, are

called Wolf Cubs for the reason that a Wolf Cub is a young wolf, Scouts are called wolves, and young scouts therefore called Wolf Cubs.

In the western prairies the Red Indians were a nation of scouts. Every man in the tribe was a good scout; nobody thought anything of him if he wasn't. Consequently there was great rivalry among the young braves as to who excelled in Scoutdom, and those who were superior earned the nick name of "Wolf" and Wolf was a title of distinction meaning a real good scout; that is, he was brave and strong and risked death without a murmur to perform his duty; could



find his way over strange country, and look after himself, light his fire, cook his food, follow the trails of beasts and men, see without being seen, and above all he was helpful and kind to women and children, just as the Knights of old, and always obedient to his Chief. And these ideals are the ideals of the Wolf Cubs.

SELF-RELIANCE

It was said of three Generals in the Russian Army, that when they went on a camping trip, accompanied only by a chauffeur, who also acted as cook, when the chauffeur died of heart failure, the three generals died of starvation! They knew nothing about cooking or caring for themselves. Moral: There should be a couple of million Russian Wolf Cubs. Had these distinguished gentlemen known less of the arts of military organization and more of the arts of life they might have survived.

A REALM OF MAKE BELIEVE

Too soon life means the facing of hard inexorable facts. These are not of our own making or liking, and it becomes necessary to keep one's balance frequently by "making believe." Of course, we were not intended, as Joseph Lee aptly remarked, to be mechanical, industrial automaton. Man is primarily the hunter, the fisher, the poet, the artist, and the refuge from our misdirections in life is in a "Land of Make-believe"—We all live in it, or should. As a matter of fact, how many of us when abed, recite in the security of our solitude the great oration we will deliver at some Parent-Teacher Association or some other minor occasion; find ourselves the heroes of great contests; garb ourselves in the robes of a Prince or Princess, always saving ourselves from ourselves by the magic wand of the mind.

The Wolf Cub does this openly—with the courage that mature people lack, and with the encouragement of mature people who have vision.

Wolf Cubs have promises and laws to make and obey, and the passing of tests—just as the old Knights swore fealty to an ideal and entered the lists for some fair lady's favor, or a king's reward. There are the games which give fiber to the muscles and dexterity to the limbs, and there is a great deal of the make-believe of which we spoke.

The outdoor program is fascinating. A pack of Wolf Cubs will spend a day in the woods or on the mountains, learn how to build fires for camp and cooking, cook their own meals, build shelters and beds, learn the rocks, the trees, the flowers, the stars, make friends with the birds and animals of the woods; just as a good scout should.

THE CUB'S PROMISE

The Cub's promise is as beautiful as it is brief. It is merely that he promises to do his best, to be loyal to God, his country, and the law of the Wolf Cub pack, and to do a good turn to somebody every day. The Cub law is: to give into the Old Wolf—but the Cub does not give into himself.

Then there are many of the fascinating jungle games and dances, the mere names of which would excite the curiosity and envy of all of us who have spent our lives without such supreme joys. There is the Baloo Dance, the Bagheera Dance, the Shere Khan and Tabaquis, and the Kaa-Bunderlog-Kaa, and the Brownies Dance,

and others. And it is here in these exercises of the mind and body that the imagination of a young child is nurtured and given unrestrained play.

We owe the development of the Wolf Cubs in California, to Kathleen Burke Peabody, whose valorous work in the late war won for her a distinguished place.

What impresses me very much with the Wolf Cubs is the amount—the small amount of organization, and how all the resources of those interested are put to the task, rather than to the machinery. It is all very simple; it is all very efficient; it is all very well done, and one needs only to see these little Wolf Cubs on parade or at one of their parties to have a lump rise in one's throat, and get the feeling that at least these children are not being robbed of their birth-right to become self reliant, imaginative, sturdy, and loyal members of the community.

A New People's College

(Continued from page 505)

erly a teacher in European folk colleges, who will teach the courses of literature and direct dramatic work; Mrs. P. R. Moise, a beloved club leader in the State of Kansas, who will be house-mother at the college and will have a course in social customs and etiquette; Dr. Fanny C. Gates, teacher and scientist will give the work in the natural sciences. Other teachers and special lecturers will be present for the courses in History and Biography. Special lecturers will be brought for topics in art, music and for giving training in Boy Scout work and girls' work.

The expense of tuition and board and room will amount to about \$60.00 a month, the full four-months' course costing \$239.00. Scholarships and loans will make the course open to any man or woman who wants the college work but is handicapped financially.

The college building is newly built of native stone and is an example of the best type of early Pennsylvania colonial architecture. It stands on a thickly wooded high hill top overlooking a wide expanse of the beautiful Paradise Valley and long range of the Pocono Mountains. The college course begins January 3rd and continues until the 1st of May. A limited number of registrations may still be made and men and women wishing more information about the college should write the Director, S. A. Mathiasen, at Henryville, Pa.

The Romance of the Playground Roadster

MARGARET LEIGHTON

For the demands of a playground system in the all-round dray, bus line and messenger service, let me recommend a small roadster. I know a vehicle which for brazen audacity, pluck and good sportsmanship leaves all the transcontinental celebrities out of sight. For ten weeks I saw it weave back and forth through the town, day and night, on its million and one errands, and there grew in me a profound respect for the long-suffering little car. It was the dynamo that kept the whole machinery of the playgrounds on the move and as such deserves a tribute.

As the beast of burden, this roadster was peerless. There was never a load that could not somehow be placed, to the capacity of a five-ton truck. One joyful morning I saw it clanking around the corner with a whole kit of digging tools—crowbars, pickaxes, shovels and the like, with a ten-foot locust post adorning the running board which a boy wildly clutched at the crucial bumps. It seemed that delay in the labor question had passed bearing and boy-power had been invoked with the ever ready roadster coming into the breach.

It was the main backer of the various athletic leagues. Day after day it bore rival baseball teams from one diamond to another—and to play the great American game no less than nine boys are required, not counting an umpire for whom room must be found somewhere. This may put truth on a tension but it can be done in this wise: seat the driver; put three boys on the back of the seat with their feet *on* the seat—in such a case mere mud is nothing: then put two boys beside the driver and two more on their laps. So much is easy and plain with seven of the quota accounted for and all the acreage of fender and back untouched to which literally any number can cling like apes. With all this ballast it settles rather low in the water, to be sure, and is not too safe for a long cruise in heavy traffic, but the stop-and-go man has a weakness for playground baseball and the team goes its way rejoicing.

It was, of course, the darling of the whole works, whom all delighted to honor. Considering the skill with which small services were evaded, it was remarkable to see the alacrity shown when something about the car was needed—water for the radiator, dusting the windshield, loading and unloading supplies and such sundries. Where the younger element was concerned, it was a marvelous piece of equipment. They would sit in it during its entire stay, toot the horn, shift gears and brakes, inspecting and discussing it minutely, for the serene confidence with which every child in the length and breadth of the town regarded it as personal property was touching. There was never a trip that did not carry passengers from the youthful population—boys going into the news office for the evening papers, girls en route for family marketing, boys going to the baseball game and an endless stream just going for fun, knowing that the car was theirs.

Aside from the scheduled round of inspections there were successions of emergency errands which nothing but the roadster could possibly accomplish. A ball needed sewing before the game; lime must be had at once to mark the diamond; the visiting team had not showed up and must be dragged to the scene of conflict; the little ones were clamoring for a fresh supply of yarn and crepe paper or some such handwork material. Providence decrees that accidents shall be mercifully rare but a child will fall out of a swing or somehow run amuck of the equipment and need to be haled to the doctor. At least once a week a deputation would wait on the boss reporting half a dozen washes drying on a certain diamond, so off would dash the roadster to the rescue, pleading and arguing with the wash-ladies. A neighborhood party was in progress when the square-dance caller turned up missing so perforce the roadster must scour the town for the needed accessory. Once at a similar festivity the store of frankfurters suddenly and mysteriously vanished—enter as usual the roadster, bolting back to town, making a round of all the butchers till one was found who would open his shop and get the "dogs."

So round and round it went, in fair and foul weather, confidential attaché of the whole democracy of youth, inseparably bound up in their whole season of good times.

Activities at Stanford Park, Chicago

Stanford Park Recreation Center, associated with the West Chicago Park Commissioners, reports an active season from September, 1922, to September, 1923.

SPORTS

Fifteen grammar and parochial schools with 809 boys representing the schools, competed in a program of sports including soccer football, basketball and basketball throwing, volley ball, indoor and outdoor track meets, handball, wrestling, indoor and outdoor baseball and marble tournaments. There were five leagues on the playground ball field with three hundred boys in the Teenie, Weenie, Indian, Midget, Junior and Senior baseball teams. Playground baseball was played in the same way as regular baseball with the exception that the distances of the bases were modified for the younger leagues. A twelve-inch ball was used in all the games.

SCORING SYSTEM

The system of scoring at Stanford Park is on the sportsmanship basis. The winning team receives 100 points minus points which may be taken off for a breach of sportsmanship in the game. The losing team receives 80 points and is subject to a similar deduction for breach of sportsmanship. Under this system of grading a team may lose every game and yet win the championship through clean sportsmanship. A silver cup or shield and medals are usually given the team having the highest number of points.

SWIMMING POOL

Stanford park has two outdoor tanks in the use of which the public and the regular attendants at the center alternate every hour. A towel, soap and suit are provided free of charge. 34,209 men and 17,917 women used the tanks last year. The tanks are flushed daily and twice a week are given a thorough scrubbing.

MOVING PICTURES

A series of seven outdoor movies brought out

an attendance at each of from 3,500 to 5,000 people. Through cooperation with the West Chicago Park Board a series of outdoor concerts were given. This same cooperation made possible indoor movies in the Stanford Park Assembly Hall, one session being given over to children, and one to adults who had the additional privilege of hearing the lectures on civic topics.

WINTER SPORTS

The baseball field is flooded in winter for skating and there is a toboggan for children which is constantly in use. Sled races, skating races and hockey games are promoted among the boys.

CLUBS

During the past year there were 41 children's clubs and 210 adult clubs organized for a variety of purposes such as Boy Scouts, Girl Scouts, Camp Fire Girls, sewing, philanthropic, social and athletic clubs. The athletic clubs had a program of tournaments in such sports as basketball, indoor baseball, track and field meets. The attendance for the year was 7,603 men and 11,236 women.

How Shall We Celebrate Christmas This Year?

(Continued from page 490)

ever known. The only difficulty which the recreation commission encountered in carrying through its plans was that of using all the help offered. The boys of Stevens Continuation School offered their services in wiring the trees and helping in similar ways; the city offered labor in setting up the trees; contractors offered materials; the transit company gave large trucks; everyone wanted a share in the work.

"The plan of the neighborhood trees worked out very successfully. Each neighborhood association collected the funds for its own tree, and in this way almost \$2,000 was made available for the eighteen trees. Each neighborhood now owns its equipment and electrical supplies, and in future years it will be necessary to buy only the trees.

"There were services at ever tree, made possible by the cooperation of the ministers,

The Question Box

QUESTION:—Should greater attention be paid to winter sports even by curtailing the present summer vacation in schools?*

ANSWER:—BY LEE F. HANMER, RUSSEL SAGE FOUNDATION

I believe thoroughly in giving more attention to winter sports. It seems to me that this could be done without changing the present general plan of summer vacation periods in the public schools. There is ample time now in connection with the regular school work for a full rounded and adequate program of winter sports, provided the proper leadership and facilities can be made available.

Unless there were a countrywide adoption of a new plan for school vacation period in the summer, many inconveniences and hardships would result to teachers in the school systems where this change was made. Vacation schools for teachers, as they are now extensively provided by many universities, colleges and special schools, trips for travel and study usually arranged for the summer months and especially practicable at such times, the greater opportunity offered in summer for a wide range of recreation activities for both teachers and pupils—all argue for the continuation of the present system of summer vacations.

Actual hours in school for children might possibly be shortened to advantage if good use of the resulting free time could be insured. I am inclined to think, however, that the greatest need at the present time is for better use of the free time that both children and adults have instead of more of it; at least until we have found out how we can make our leisure result in more positive values.

QUESTION:—Should the development of bodily health be considered the main basis of recreation?*

ANSWER:—BY LEE F. HANMER

Good health—physical and mental—is basic to success and happiness in either work or play, and by the same token, work and play rightly organized are basic to good health. I should not, however, consider good physical health as the all-important aim of education. It is not enough

just to develop better animals. We need human beings who are right socially and morally.

Play wisely guided should result in important social and moral values as well as physical, and should make for progress in the important "art of living together." Right relations with our fellows established in our free time by means of play in its broadest sense should be one of the objects sought quite as much as physical health. A good community investment is money spent for wise, capable, sympathetic play leaders and for adequate space and opportunity for play. It is through such leadership that boys and girls may get the kind of training and inspiration that makes for both health and good citizenship.

ANSWER:—BY C. E. BREWER, COMMISSIONER OF RECREATION, DETROIT, MICHIGAN

Re-creation should be the main purpose and function of recreation, whether it be the re-creating of the mind or body. Muscular exercise enhances health yet muscular exercise is dependent upon the nervous stimulus, which in turn springs from a clean, wholesome mind. Consequently, the mental and moral elements of play should be given more consideration than the health elements. Play is directly opposite to work and anything which brings to the mind a sense of duty or mechanical performance of a responsibility, especially if objectionable to the performer, it is no longer a pleasure, but work. Recreation should be a pleasure; a re-birth; a joy of being the cause; a happiness in the performance of something. Health is associated with ill-health and sickness. It brings the objectionable to the mind, and if bodily health is to be the most important basis of recreation what hope has the invalid, the hopeless cripple, the one afflicted with an incurable disease, of any benefit or value from recreation?

There is a constant anabolic and katabolic process going on in our physical bodies. The whole process of physical changes of building up and tearing down bodily tissue or the metabolism of the human body is based upon the nervous response to a stimulus, which is mental except in subconscious reactions. Science has proved that depressing things or objects have

* Further discussion on the questions raised by Ernst Herrmann in THE PLAYGROUND for November.

a fatiguing effect upon the body, resulting in slow sluggish response or reaction to the stimulus, while pleasure, brings an exhilaration resulting in quickened physical actions.

Mr. Hermann is right in assuming that health values are more concrete and more evident than the pleasurable elements of play. However, pleasure lies at the basis of conduct and society is not safe until its pleasures are stronger than its vices. Its pleasures are represented by participation in clean, wholesome play while its vices are the tragedies of a weakened will power which has failed to cause the body to function properly. Enjoyment arouses the mind and emotions and tends to put all their powers at the disposal of the mind. The trend of pleasure is toward optimism and without optimism or pleasure there cannot be continued good health. Therefore, the pleasurable elements in play must have a more beneficial effect and should receive more consideration than health as the basis of determining the value of play.

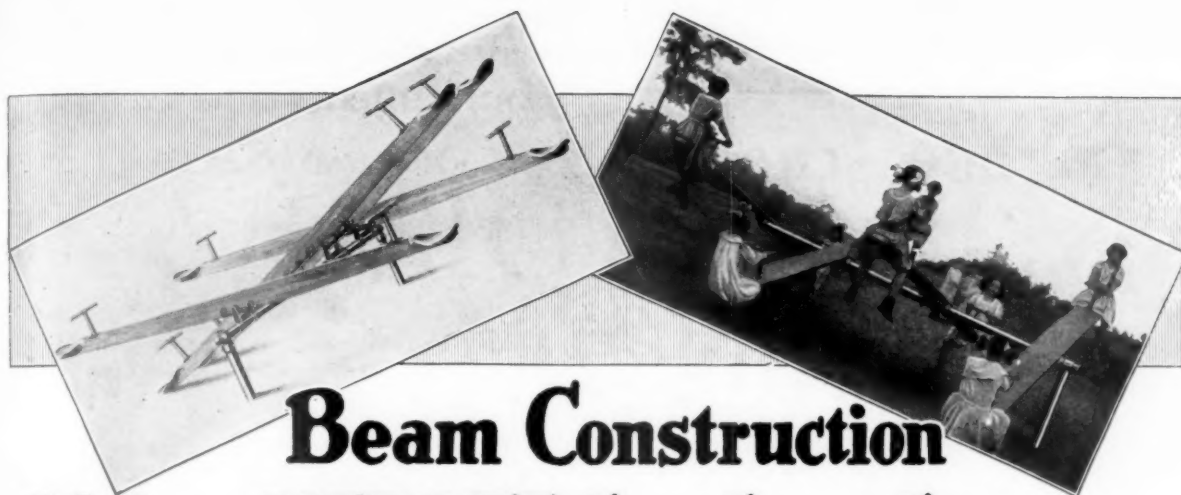
If health values are to be placed first, what a picture our playleaders will present to the children on the playground: what enthusiasm they will evoke by holding up to the horrified children the terrible example of a chronic invalid and saying: "Now, children, this game is Stride Ball. Stride Ball will keep you from becoming sickly." Any reference to ill-health is always coupled with the consequences of ill-health. Is it not better to picture joy, happiness, gladness and the other attributes of play to our children?

Can there be any joy if as we play, we think we are striving to ward off some evil disease? Some people will immediately say the participant need not know that emphasis is placed on the health value, but subconsciously that emphasis will be placed there. There will be the same distinction as that which exists at the present time between health education as given during school hours and recreation or playground work as given after school hours. The motive is bound to be dominant in its presentation to the pupil. The health educators give their work in the form of games and other interesting methods to take away the stigma of health motives attached to their work. Our recreation workers accomplish the same results in the form of games, but do not need to take away the stigma of anything as they participate for the pleasure and joy they get out of it. What would be the

attendance on our playgrounds if we told the children that we would continue the health education lessons after school hours on the playground?

The writer of the article apparently forgets that play is instinctive and is inherent in everyone regardless of physical condition. Would it not be easier to change artificial methods of ventilation in our schools and homes than to change human instincts? The proposition of more winter playgrounds seems to be a local matter, yet in New England States it must necessarily be an important one due to the long winter, but what about the children who live in climates where there is no snow or winter? What about those who live in climates where the snow melts into slush one or two days after it falls or where there is scarcely 30 days of good sharp weather the entire winter? Can playground work be conducted outdoors in slush or mud ankle deep? Conversely—are the Eskimo children healthier and of a bigger and better physique than we Americans? Yet they live in an extremely rigorous climate. Can we say that children in our southern states are not healthy? We can all agree that in those climates which permit, more winter sports and outdoor exercise should be participated in. Unquestionably the effects produced would be beneficial, yet recreation in warmer climates can be made just as beneficial.

Mr. Hermann is right when he says "Recreation should enhance . . . keener senses, greater love of mankind, finer sense of fair play, a higher conception of citizenship and greater loyalty and patriotism." Where one has these characteristics, better health will naturally follow; yet they can exist in people who are not healthy. After all, are we not striving in recreation work for a higher conception of citizenship and does not that include high ideals and moral obligations to one's self and one's country and must not these concepts come before any human being will place any high value on health? It seems to me that the mental and moral elements of play must be the basis in placing a value on recreation because physical response (health) cannot be had without nervous or mental stimulus and the right mental process cannot be had without the judgment of the right or wrong thing to do, or in other words—moral sense.



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Illustration shows the Medart beam construction and improved fulcrum.

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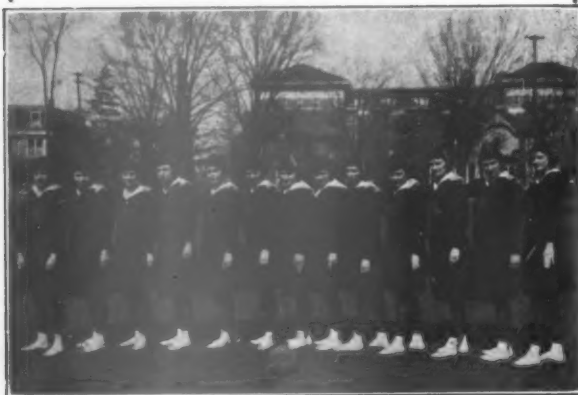
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Tournaments and Leagues

How to Conduct Them

By F. C. FERGUSON

Tufts College, Massachusetts

Tournaments and leagues may be divided into the following classes: 1. Individual, 2. Team or Class

INDIVIDUAL

GIRLS

- | | |
|--------------------|------------------|
| 1. Jackstraws | 7. Tennis |
| 2. Puzzle Placing | 8. Checkers |
| 3. Target Throwing | 9. Dominoes |
| 4. Bean Bag Board | 10. Folk Dancing |
| 5. Basket Shooting | 11. Sewing |
| 6. Stunts | 12. Hop Scotch |

BOYS

- | | |
|---------------------------|-----------------------------|
| 1. Ball Throwing Accuracy | 4. Checkers |
| 2. Tennis | 5. Volleyball Serving |
| 3. Basket Shooting | 6. Dominoes and many others |

TEAM OR CLASS (boys and girls)

- | | |
|-----------------------------|---------------------------|
| 1. Track Events | 2. Ball Games |
| (a) Relays | (a) Progressive Dodgeball |
| (b) Broad Jump | (b) Volleyball |
| (c) Wall Scaling | (c) Fistball |
| (d) Weight or ball throwing | (d) Captain Ball |
| | (e) Longball |
| | (f) Basketball |
| | (g) Newcomb |
| | (h) Baseball |
| 3. Miscellaneous | |
| (a) Tug of War | |
| (b) Folk Dancing | |
| (c) Dramatics | |
| (d) Stunts | |
| (e) Contests | |

There are many more which might be added to the list, but I will not burden you further with them.

HOW TO CONDUCT THEM

To conduct an individual tournament or league it is necessary for you to get a complete list of competitors. Suppose we take a checker tournament. All the names of the competitors are posted according to class. It is unwise to compete different age groups against one another and so individuals in each class compete against one another. When this has been settled it is necessary to draw for

MUSIC *is The* *Soul of Play*



WITHOUT music, the army knows every mile is "the last long mile." Without music, every child knows that organized play is the "last long grind." Without music, every teacher knows that the game is "hard to understand."

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The Duo-Art Serves the School

Children's Games

London Bridge
Jolly is the Miller
King William
How do you do, my Partner

Duo-Art
Roll
101418

Dances & Games

The Bear
The Dragon Fly
The Wind
The Steam Cars

Marches (Sousa)

Glory of the Yankee Navy
Hands Across the Sea
Stars and Stripes Forever
Nobles of the Mystic Shrine

Duo-Art
Roll

16765
62768
62487
18865

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*"First it was the Base Ball only;
Now we cover the World of Sport"*

places. I will attempt to show you the Wild-Bagnal system of Drawing in which the byes are on the first round only.

8	16
5	11
—	—
3 byes	5
—	—
2 nos. in 1st. round	6 nos. in 1st. round
32	
22	
—	
10	
—	
12 nos. in 1st. round	

Tournaments are run in the form of eliminations—that is the loser drops from further competition. Now you are ready for your tournament. Each child must play the scheduled game and there must be a referee in charge who reports the result of the contest. As each contest is played the winner's name is posted. When all in the first round have played, the second round is scheduled and all the byes must compete. The final contest is played between the winners of the two series. There must always be a complete understanding of the rules; the decision of an official are final and should be adhered to by a director. If awards are to be made these must be purchased so as to be on exhibition before the matches.

ARRANGING THE SCHEDULE

In conducting leagues the first thing to do is to find out the number of teams and to formulate rules as to the number and age of contestants on each team. When you have this information then you must arrange your schedule. There are many things to upset a baseball schedule or the like that you must allow for, such as rain, sickness, accident or the like. A schedule should not be too long. Leagues of greater than 6 teams are cumbersome and it is better when there are more than 6 teams to form two or more leagues and have the winners play for the championship. There are certain regulations which should govern league play, such as playing rules, time and place of play, officials, sportsmanship and the like, and these should be presented to each team with the understanding that they are final.

PUBLICITY

When arrangements have been made for play and your officials have been appointed, be sure to use every means of publicity not only to arouse the interest of the community in which the team is situated, but the whole city or town. Such means are newspapers, pictures, talks or lectures and similar channels. Be sure that each team has a captain and a manager. It is usually advisable for the playground director to forward through the manager of his team a list of players so that when they visit another playground this list can be presented to the referee or umpire and will serve as a record in case of dispute. If the responsibility for the team is placed in a captain and manager who are elected by their team mates, you are very sure to have a strong league.

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"Department Q"

AWARDS

Individuals have often asked me what award I would make for individual contests, whether I should give medals, ribbons or other prizes such as athletic goods. Athletic clubs and organizations are spending too much money today for prizes; the children are looking too much toward the prize which is to be awarded and there is a tendency toward dissatisfaction all around.

For individual contests I would award a certificate to each deserving child and attach to each a colored seal: gold for maximum efficiency; blue for intermediate efficiency; red for passing efficiency. These may be signed by the mayor or chairman of the selectmen, the supervisor and the director of each playground. A similar certificate could be awarded for teams.

ATHLETIC ACTIVITIES AND THE DEVELOPMENT OF MASS ACTIVITY

There has been considerable agitation by various educators regarding athletics for girls and boys. Among the objections raised are the following:

Athletics have been for the few and not the many, and instead of seeking to train all to fair accomplishment they have trained a few to excel.

Athletics do not aim to train the able to all-round ability but to specialize in one sport; for example, the boy is taught to jump so he may win that event.

Violent forms of athletics cause over-strain and injuries.

Athletics are not based on the laws of physiology, hygiene and intellectual growth and so fail to meet the age interests.

Athletics injure scholastic standing as shown by school records. (This is far from true today.)

The aim of athletics is wrong; the end in view is victory instead of moral and intellectual advancement.

Instructors of athletics are not the right type of men. (Today, however, they are much better.)

Athletics have developed dishonesty, treachery and unsportsmanlike conduct both on the part of players and spectators, creating a harmful atmosphere.

How much these charges are applicable to your playgrounds and your athletics I do not know, but it seems wise at this time to ponder. Many of these conditions are found about our towns and cities and the cry is going up everywhere, "Keep our play clean."

MEETING THE OBJECTIONS

If you and I are to meet these objections to athletics and neither of us is willing to submerge that branch of activity for any other—it is necessary that we overcome these evils. You and I know that sports, games and activities properly controlled and directed are a great factor in the development of the youth today, the man tomorrow. Therefore, athletics for all is our battle cry and only when it tends toward this end are we reaching out and recreating. There have been several plans advanced by educators, but because they were not far-seeing or too theoretical these schemes have fallen by the wayside. Today we are in the midst of experimentation, but the plan is being applied over a larger field and no doubt we shall reach a happy conclusion.

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THE EFFICIENCY TEST

One of the plans which has been advanced is the efficiency test. It provides for every boy or girl regardless of ability. It is really non-competitive but the child competes against his own record. There have been various standards of accomplishment set forth by the different communities. The number of events vary, the standards of the same event vary, and the method of scoring is so complicated in many instances that the ordinary worker feels he or she must devote hours to affix each grade. The city of Detroit uses games, stunts, ability tests and award grades for a boy or girl to be a captain of any team. The tests of the Playground and Recreation Association of America I need not speak about for I am sure you know them. Reilly Standard tests for boys and girls have no doubt been brought to your attention many times. The American Physical Education Association has lately presented its report on tests. The latest attempt has been that of the National Collegiate Athletic Association in conjunction with the Army and Navy wherein 80% of a class in a school or college take the test. All these plans have something of value in them and when used in conjunction with some system of award they furnish incentive for the individual to improve his accomplishments.

MASS ATHLETICS

A second plan has been advanced under the name *Mass Athletics*. The idea has spread from the schools and playgrounds to the colleges. In this plan a large group or class competes as a unit and the average record is the class record. The events are unusually those which require all round ability and so a well-rounded practice instead of a specialized practice. Mass athletics arouse interest only when the members of the competing groups are known to each other. It is of course very applicable to playgrounds.

The above plans are excellent but adapted as they are to the individualistic type of athletic event they do not cover the element of team play as found in games. And so I would encourage team play and instead of having one midget baseball team for each playground, have as many teams as possible, and when one playground plays another arrangements can be made for all the teams of each class to play and one point may be awarded for each who wins. If, for example, there were ten teams on each ground and six of them win, the total points would be 6. This, of course, is applicable in any activity.

ORGANIZATION ESSENTIAL

Above all things organization is necessary to conduct such a scheme. Leaders must be provided and instructed in such a way that maximum efficiency will be obtained. Interest must be kept up by publicity and other methods, and above all the director and worker, if he or she is to develop mass athletics, must devotedly work tirelessly from the opening to the closing of the playground season.

GIFTS FOR CHILDREN'S BOOK SHELVES

The Children's Librarian's section of the American Library Association, Chicago, Illinois has published a list of children's books in which are listed "the good books that children actually like, not those they ought to like."

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Book Reviews

THE THEORY OF ORGANIZED PLAY, by Wilbur P. Bowen and Elmer D. Mitchell. Published by A. S. Barnes and Company, 7 West 45th Street, New York City. Price \$2.40

In "The Theory of Organized Play," Professor Bowen and Professor Mitchell have given us one of the most significant and informative compilations on the play movement which has yet appeared. The growth of the play movement, beginning with its expression among primitive peoples and its development in foreign countries as well as in the United States, is traced to the present time. There are discussions of the present need for play as it affects the individual, community groups, and society as a whole; of methods of promoting play through public and private agencies; of the administration of the playground, its construction, equipment and activities, and of the community center. There are chapters on boys' and girls' clubs, on camp life in the play program and of athletics in high schools, colleges and on the organization of play activities.

The chapter on the Philosophy of Play outlines in detail the various theories of play and analyzes them. A consideration of forms of play classified according to the parts of the body and mind involved gives rise to an analysis and discussion of play motives and kinds of play and of age and sex differences in play. The physical, mental, character-forming and citizenship building values of play are convincingly brought out.

The final emphasis—the thought which the authors would leave uppermost in the minds of their readers—is the all-important one of leadership. Many will, perhaps, feel it is unfortunate—and remarkable—that the authors in their discussion of the play leader have chosen to regard play as a part of the physical education movement. They have, however, given us a picture of the ideal play leader and of the possibilities of the movement as a profession which should be influential in bringing into it young people of promise.

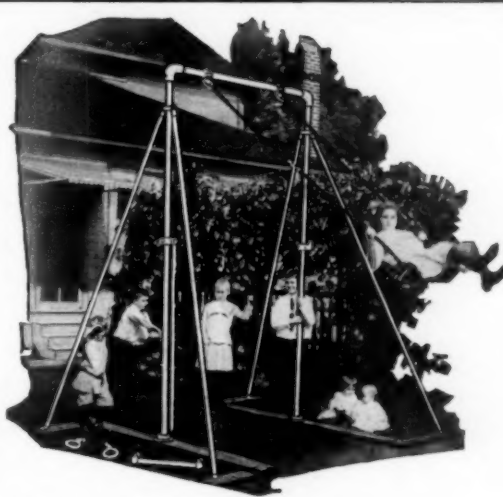
HISTORY OF PHYSICAL EDUCATION, by Fred E. Leonard, M. D. and R. Tait McKenzie, M. D. Lea & Febiger, Philadelphia. Price \$4.00

Physical educators and all interested in the development of the physical education movement owe a debt of gratitude to Dr. Leonard of Oberlin and Dr. McKenzie of the University of Pennsylvania for this thorough and comprehensive study of the sources and development of the physical education movement. Beginning with the play and sports of the early Greeks and Romans, through the physical activities of the universities of the Middle Ages and the period of the Renaissance and the Reformation, the authors have traced the history of the development of physical activities, sports and recreation to the beginning of the modern physical education movement in Germany and have described the contribution and lives of such leaders as Guts Muths and Father Jahn. This is followed by descriptions of the rise and progress of physical education in Sweden, Denmark and Great Britain.

The influence of these movements on the physical education movement in the United States, its beginning in our own country, the history of its development in American colleges and the achievements of such leaders as Dr. D. A. Sargent and Dr. Luther H. Gulick comprise a number of interesting chapters. Dr. Leonard has also discussed the present movement for compulsory state and federal physical education laws, the training of teachers and the development of the playground movement in Germany and the United States.

The book has a wealth of information on the characteristics of the different stages and phases through which physical education has passed, the leaders who have contributed to its advancement and sources of information regarding it.

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The Church and the Recreation Program

(Continued from page 501)

what is technically called a revival of religion, or even that there has been any considerable accession to the membership of the Christian Church. We refer to the renewed interest in the church as a structural element in society. Men are coming to realize that in the church we possess a social asset as yet undeveloped.

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EDUCATION AND TRAINING FOR SOCIAL WORK, James H. Tufts, Professor of Philosophy, University of Chicago. Russell Sage Foundation, New York City. Price \$1.50

Is recreation social work? This is one of the questions considered in Professor Tufts' discussion of the field of social work, methods of defining the field and problems of education and training as they are being worked out in separate schools or in departments connected with colleges.

In relation to the well-defined central field of social work Prof. Tufts regards recreation and art as border fields. "To get public parks authorized by legislatures and then purchased and administered by municipalities may be the field of the social workers. Planning the parks is the field of the landscape architect. The community pageant may be planned for its social interests; the person who writes it may be filled with the social spirit, but is not likely for that reason to consider his activity as prima-

rily social work. When, however, we come to such occupations as the care of these municipal playgrounds or of summer camps for children or gymnasium classes, we are in a field which is at present recognized as social work."

One of the difficulties in defining the border of social work in this field, Prof. Tufts points out, comes from the fact that "recreation and many types of aesthetic interests are primarily left to individual initiative which in many cases is catered to by the commercial agencies—concert, dance hall and billiard and pool rooms. The public makes provision indeed for walking and for many types of games in its parks and playgrounds, but it is a comparatively recent matter for the community to consider the spare time of young people, not to mention that of adults, as being a legitimate matter of social and public interest. . . . It would appear that in this group of border fields the task of the educated and trained social worker is likely to be found in answering a question not definitely raised by the skilled artist or craftsman or commercial provider of recreation, namely, 'How can the community health, the community good fellowship, the development of the finer tastes in literature, in drama, in music, in color, be met, in so far as neither private interest nor commercial interest is awake to these or concerned with them?' He will summon to his aid the architect, the musician, the artist, the writer of fiction. Possibly in the future we shall not make our division between these professions or crafts and social work by the present standard, which is, to say the least, not flattering to the social worker. At present the person who has a skilled craft or profession of high standing—architect, artist, writer—prefers to be classed as a member of that craft or profession regardless of whether he pursues it for private gain or public service. The director of a summer playground, who has devoted less time to preparation for his task, is more likely to be classed and known as a social worker. He is classed by his purpose rather than by his art or craft."

This consideration of the field of recreation as related to social work is only one phase of the many problems which are discussed in Prof. Tufts' valuable book.

RACIAL TRAITS IN ATHLETICS, by Elmer D. Mitchell, University of Michigan. Reprinted from the *American Physical Education Review*, March, April, May 1922.

This careful study of Prof. Mitchell's throws a great deal of light on the recreational life and characteristics of fifteen nationalities. A study of this kind has much to offer since, as Prof. Mitchell points out, "nowhere can we find people closer and truer to their fundamental character than in their free and spontaneous play."

Some of the conclusions which Prof. Mitchell reaches are that environment is a more potent factor than heredity in the playing of athletic games. Physical environment—the absence or presence of heat, cold and water—determines to a great degree the nature of the sports. Social environment is of equal importance, for in almost every way athletics are representative of the histories and traditions of a people and of a means of determining the trend of a nation's life.

"Team games and democracy are inseparable; the one goes with the other as a training for free citizenship. It is interesting in this connection to note that people who have lived under despotic governments, when freed from any upper control, become most unruly and unorganized. . . . A parallel is found on the playground. It is the Hungarian, the Pole, the Russian Jew, who are disturbing factors in the maintenance of discipline. These nationalities have never had any practice in self-discipline, not even any experience in team play, and when allowed free rein, they gang together in destructive moods. To make orderly citizens of this material is the hope that the playground is striving to realize. The playground and the community social center are the greatest factors in Americanization today. Their appeal, which reaches the emotional rather than the intellectual nature of the peoples strange to our land is one that makes for a bond of mutual sympathy as no other agency can."

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SNOW AND ICE SPORTS, A Winter Manual, by Elon Jessup. Published by E. P. Dutton & Company, New York, City. Price \$3.50

Winter sports enthusiasts—and they are rapidly growing in number—will find in this book information on all kinds of sports. Skiing, snowshoeing, tobogganing, winter mountaineering, walking on ice creepers, camping in the snow, snow photography, ice fishing, ice boat sailing, scootering, sailing on skates, skates and skating shoes, the fundamentals of figure skating, the hows and why of ice hockey and curling, are all described in detail in the most practical manner. A large number of illustrations add greatly to the book.

ATHLETICS FOR GIRLS AND WOMEN, (No. 115 R. Spalding's Athletic Library). Elizabeth Burchenal, Editor. American Sports Publishing Company, New York City. Price 25c

In view of the national effort which is being made to devise programs which will avoid the exploitation of girls in athletics, the publishing of this handbook containing the policies of the Committee on Athletics for Girls and Women is particularly significant. In addition to the policies of the Committee, which is associated with the American Physical Education Association, the handbook also contains the resolutions passed by the group which met in conference at Washington at the invitation of Mrs. Hoover under the auspices of the National Amateur Athletic Federation, and by the Committee on Athletics for Girls and Women at the meeting of the American Physical Education Association at Springfield, Mass. It makes public the official rules for swimming, track and field and soccer which have been drawn up by subcommittees.

This handbook does not purport to be the final word on these sports but attempts to meet the urgent demand that the Committee give immediate help in some of the problems confronting workers in physical education and recreation who are deeply concerned with the many phases of the subject. Handbooks to be published later will amplify the rules and take under consideration other games and sports.

RHYTHMS FOR DANCE INSTRUCTIONS, by Ruth Garland, Teachers College, Columbia University, New York

These Rhythms, which are arranged in series of nine each, have been prepared for use in class instruction in dancing and physical cultural and other activities involving rhythmic movements. They are also being found helpful in kindergarten work. The first series contains the following: Polka, Mazurka, Schottische, Pas De Basque, Slow Walk, Balonné, Arm Movement, Back Exercise and Relaxation.

The second series has nine other rhythms as follows: March, Run, Slide, 2 Skips, Saute, Leap Technique, Polka and Ostend. The price of either collection is \$1.00. A third series is in preparation.

The Rhythms as arranged by Miss Garland have been adopted by Columbia University, Iowa State Teachers College and more than twenty other schools and colleges.

THE KINDERGARTEN AND HEALTH, by Arnold Gesell and Julia Wade Abbot. Health Education No. 14. Bureau of Education, Washington, D. C. Price 5c

This very helpful and comprehensive pamphlet deals with the kindergarten as a health agency and with health education in the kindergarten, the play projects, dramatization and examination, the establishment of health habits, creation of right attitude through the use of pictures and signs. Storytelling, and the establishment of health habits through other channels are also discussed in the booklet.

EDUCATIONAL HYGIENE, Willard S. Small. Bulletin 1923. No. 33. Bureau of Education. Price 5c

In this pamphlet is to be found not only the history of the development of educational hygiene but a great deal of information about the physical education movement and the work of the National Physical Education

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Service. There are also facts about various types of volunteer organizations which are influencing educational hygiene and community health.

GROWING HEALTHY CHILDREN, School Health Studies No. 4. Bureau of Education, Government Printing Office, Washington, D. C. Price 5c

This study of health supervision in the Trenton, N. J. public schools not only shows how physical examinations and the physical education program, clinics, treatments, inspections and follow-up, hot luncheons and cooperation with community agencies have been used in the health program, but also how games and play, art and music are made to function in health building.

THE ATTITUDE OF HIGH SCHOOL STUDENTS TOWARD MOTION PICTURES, by Clarence Arthur Perry. Published by the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City. Cloth \$.75. Paper \$.40

This study conducted by the National Committee for Better Films in cooperation with the Russell Sage Foundation is based on the answers received from 37,500 questionnaires sent high school students throughout the country. The more important conclusions which Mr. Perry has drawn from the data presented can be summarized as follows:

1. Attendance of high school students at the movies is not excessive.
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4. The educational film has not begun to realize its possibilities.
5. The photoplay notably stimulates the reading of books.

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6. The current motion picture has not carried high school pupils off their feet—indeed, it apparently must show a considerable advance in art, taste, and wholesomeness before it can command their unqualified appreciation and support.

RECENT BULLETINS BY THE BUREAU OF EDUCATION

The Bureau of Education has recently published two pamphlets of interest to teachers.

KINDERGARTEN CIRCULAR No. 13, is concerned with pre-first-grade training and answers the question "Shall I send my child to kindergarten and why?"

The second publication, KINDERGARTEN CIRCULAR No. 14, contains a bibliography on pre-school and kindergarten work. These pamphlets may be secured at 5c each from the Government Printing Office, Washington, D. C.

AN AMERICANIZATION PROGRAM, E. G. Irwin. Bulletin 1923. No. 30. Bureau of Education. Published by Government Printing Office, Washington, D. C. Price 10c.

This recent publication of the Bureau of Education discusses the subject of Americanization under five headings: The Problem; Agencies Used—and here the community center and recreation as citizenship agencies are stressed; Americanization Bulletins, Materials and Helps Available; The Administration of Plans; and Summary of Conclusions.

A MANUAL OF PHYSICAL EDUCATION FOR SECONDARY GRADES, published by the State Board of Education, Hartford, Conn.

The schools of Connecticut are to be congratulated on having so helpful and practical a manual as the publication prepared by Dr. Allen G. Ireland, State Director of Physical Education. The book is prefaced by a copy of the law under which the schools are operating. This is followed by brief statements regarding the meaning and aims of physical education, classification of activities with their specific values of which the recreative factor heads the list, and the organization and administration of the course. A number of appendices containing rules for athletic events, team games and group contests add value to the booklet. Particularly practical is the appendix showing the layout of athletic fields and game courts.

AMERICA FIRST, by J. L. McBrien. American Book Company, New York City

The dramatic instinct has come to be recognized as a very important aid in citizenship building. The author of *America First* has recognized this and has provided in the dramatization of the Continental Congress, given in detail in Part I of the book, a means for teaching one of the most vital periods of American history in a way which is vivid and graphic.

Part II of the book contains speeches by Washington, Lincoln and later statesmen having to do with citizenship and patriotism.

COURSES OF STUDY IN SCHOOL HEALTH. The Department of Public Instruction, the Commonwealth of Pennsylvania has outlined some very comprehensive courses for grades one to eight and eight to twelve. The recreation worker will find of special interest the suggestions for utilizing the play instinct and the dramatic, rhythmic and constructive interests of the child in building for health.

CHARLIE AND HIS PUPPY BINGO, by Hill & Maxwell. Published by Macmillan Co., New York City. Price \$1.25

Many mothers of children of the 4 to 6 year age who have become familiar with Charlie and his kitten Topsy will welcome the arrival of Bingo whose many adventures are the topic of these stories written in language intelligible to very little children. The authors have been very successful in writing the stories as they would be told.

America in the Making

(Continued from page 504)

when general health, Americanization, and community spirit were discussed.

A problem met in this work with nomadic people is the lack of common sympathies to bind them into a group. They are of all ages, types, and in some cases, nationalities. The only thing they seem to have in common is the fact that they are there to make money. But if you can get at them through the children, you have a real bond of sympathy. The children are as clannish as their parents, but constant attention to *group* work, *group* games and activities of all sorts breaks down that feeling. A common flag and country, a common name—all Americans—eliminates the hard names that hurt.

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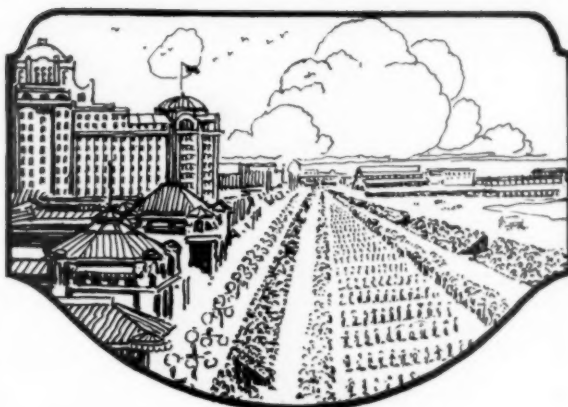
Beauty and Leisure Time

(Continued from page 494)

ART FOR THE SMALL COMMUNITY

I feel the friendliness of my audience. There is so much I would like to tell you. I am interested in the development of the arts in this part of the world. In the drama, for instance, the possibilities of communities finding themselves in the fashion we heard about this morning is significant. The drama brings in all of the arts. That is the way art started—first with the pageant, the processions of the ancient Greeks that brought about the Parthenon and its decorations. They sketched them, and painted them, and modelled them. I have great faith in the pageant as the entering wedge in our American communities. There are four or five hundred towns in Illinois with so little that is joy to themselves, whose hearts ache for beauty. I think the drama is the most promising in its possibilities for arousing an appreciation of beauty. Music is the simplest and perhaps the most fundamental, then the drama, and then the rest will follow.

I should like to tell you about the Illinois Extension Committee in Illinois. There are over a hundred and sixty towns in the state represented in it, usually by the person in the town best qualified, the one most interested in art in the community. We get together three or four times a year. We travel about. One of our mottoes is "See Illinois First." We have been down the Illinois River, viewing the sights of the lower Illinois. We have made an expedition down Rock River. We have a floating school. We have visits, lectures and have planned exhibitions for the smaller towns. I have great hopes beyond that. I want to fill the leisure time with interesting work; I want many children to see the little attempt at an art gallery in every consolidated school and in public libraries. I do not expect much, but something to remind young people that there is a world of art. They will become interested if they only can have the hint. Above all, I shall not be satisfied with our great University of Illinois until we have there a glorious museum of art. We ought to have a temple so appealing that every student—and they come largely from the smaller towns—will have a glimpse of the ineffable glory of the great world of art.



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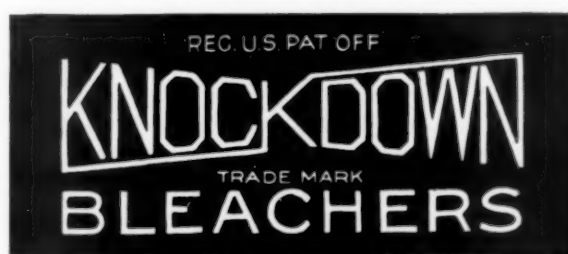
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